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ABSTRACT

A questionnaire was developed, pilot tested, and then administered to approximately 4,000 Tennessee teachers, administrators, and other school personnel to determine their views on which discipline problems seem most significant, the conditions or influences related to the problems, the most appropriate approaches for solving discipline problems, the extent and nature of the problems, and the relationship of these problems to various demographic characteristics. The data were analyzed in terms of the entire sample, on the basis of nine school classifications, and with respect to demographic variables. Responses to open-ended questions were also examined. Results indicate that two passive behaviors (inattention and apathy) and two active behaviors (talking out of turn and overactive behavior) were the major concerns. Out-of-school factors, especially improper training at home, were seen to be associated with discipline problems. The most appropriate methods of dealing with the problems were to have parent or student conferences. Discipline was judged to be a more serious problem now than it was 10 years earlier, but it did not seem to be as severe in Tennessee as it is reported in several national studies to be elsewhere. (Author/IRT)

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A STUDY OF SCHOOL DISCIPLINE IN TENNESSEE

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May 1979

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Jerry J. Bellon
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I. OVERVIEW OF THE STUDY

For many years, parents, teachers, administrators, and other persons have expressed concern about discipline in the schools. Reports from other countries indicate that problems associated with school discipline are not restricted to the United States.

Because of the general interest about what is happening in the schools, there have been ten annual Gallup Polls or surveys reporting the public's attitudes toward the public schools. In nine of the ten years that the polls have been conducted, discipline has been identified as the number one problem of the schools. The most recent poll was reported in the September 1978 issue of *Phi Delta Kappan.*

The 1978 report shows discipline receiving about twice as many responses as any other problem presented in the study. Several other problems which were perceived to be of major importance may also be considered discipline related. They are: use of dope/drugs; pupils' lack of interest; and crime/vandalism. Nearly half of all of the respondents perceived discipline or discipline related problems to be the major school problems which communities must solve. It should be kept in mind that only adults over eighteen years of age were included in the Gallup Poll sample.

In early 1978 a Gallup Youth Survey was conducted to determine student perceptions about school discipline. About 38 percent of the students felt that school discipline was too lax, while 30 percent felt that school discipline was too strict, and another 30 percent felt that it was about right in their schools. The responses did not vary significantly with the size of the community being represented or with the geographical region of the country. The major discipline problems perceived by the students were: students disturbing classroom work; use of marijuana; theft; property vandalism; drinking; fighting; bringing weapons to school; and use of hard drugs. The more serious problems such as vandalism, fighting, and use of hard drugs were reported to occur more often in junior and senior high schools than in the elementary grades.

Violence in the schools has received a considerable amount of attention in recent years. The January 1978 *Phi Delta Kappan* was a special issue titled: "The Problems of Discipline and Violence in American Education." In this issue the findings of the Senate Committee on Violence and Vandalism in the Schools were reported. A number of strategies to help solve these severe problems were recommended.

Other articles were concerned with: alienation of youth; suggested techniques to help teachers control students; and administrators' views of school discipline. It is interesting to note that the administrators felt that their most pressing discipline problems were not violent in nature. Those listed were: skipping class, truancy, and being tardy or late to class. These perceptions were consistent throughout the states and various school districts studied.

A National Institute of Education sponsored study of school crime and violence was published in 1977. The study included a large sample of secondary school principals who responded to a mail survey. In addition, on-site surveys were made at 642 junior and senior high schools. According to this study, crime and violence in the schools increased throughout the 1960s and then leveled off in the early 1970s.

In larger communities, there was a greater proportion of schools having serious problems. Problems were not related directly to the urban setting but were a result of large numbers of students to be dealt with, whether in rural, suburban, or urban schools. Theft was reported as the most widespread of the offenses measured. About 1.3 percent of the secondary school students reported they were attacked at school in a typical one-month period. Junior high students reported attacks about twice as often as senior high students. About half of 1 percent of secondary teachers reported being physically attacked at school in a month's time. Although the incidence of attacks was quite low, these are serious problems.

L. Wendell Rivers in a publication for the NEA stated that:

> The precipitating basis for most disruptive behavior in the classroom is a state of *distress* manifested by the child as a result of conditions which prevail in the home, in the school, or both.

This statement helps to focus on the problems associated with both home and school environment. Clearly, the disruptive student often has problems and behaviors which can be attributed to factors other than those that are school related.

It is evident that discipline in the schools is a national concern. It is also apparent that there are wide-ranging perceptions about which discipline problems are the most persistent. Parents and educators are concerned about those conditions or influences which seem to be the basis for many discipline problems. Many researchers and practitioners are attempting to identify appropriate procedures for dealing with undesirable student behaviors.

Although there are common concerns about school discipline across the country, there may be important differences concerning discipline problems, influences, and recommended actions related to regional or local characteristics. A statewide study can help to generate valuable information for educators and parents which would be relevant at the local level. The research study reported in the following sections was designed to furnish Tennessee educators and parents with information which could be helpful in improving discipline in their schools.

Objectives of the Study

The purpose of this research was to determine: (1) the extent and nature of discipline problems in Tennessee schools; (2) the types of conditions or influences associated by school personnel with these problems; and (3) the approaches recommended for solving persistent discipline problems. The specific objectives which gave direction to the study activities were:

a) Identify the extent and nature of discipline problems in Tennessee schools.

b) Determine the nature of discipline problems associated with various demographic characteristics.

c) Determine which discipline problems seen to be most significant.

d) Identify key conditions or influences related to the problems.

e) Identify the most appropriate approaches for solving discipline problems.

General Design

A descriptive approach was utilized to fulfill the objectives of this research. Information regarding persistent discipline problems was obtained by means of a questionnaire developed for the study. The total sample included nearly 4,000 teachers, administrators, counselors, and other educational personnel from school districts throughout Tennessee. The general design of the study included the following activities:

a) Review of literature and research about discipline.

b) Development of a questionnaire from the research and literature review.

c) Pilot testing of the questionnaire with preservice and inservice teachers in the Knoxville area.

d) Revision of the questionnaire based on the pilot testing.

e) Distribution on a stratified random sample basis to schools throughout the state.

f) Collection of the questionnaires and analysis of the data.

The sections that follow describe in depth the research instrumentation and sampling plan. Data analysis procedures are also presented in this chapter. The reporting of detailed findings is reserved for a subsequent major section of the report.

Development of the Instrument

To meet the objectives of the study, it was necessary that the questionnaire used be based on the most accurate information currently available about school discipline. Before the questionnaire was developed, a wide range of research studies and other references were screened to identify common problems, corrective actions, and factors related to disciplinary situations. This initial screening led to the identification of preliminary sets of common behavior problems or situations. These included: talking out of turn, truancy, cheating, and ongoing apathetic behavior.

The review of research also served as a basis for listing and categorizing conditions or influences associated with various discipline situations. The major categories of conditions or influences identified were: (1) classroom factors (e.g., inadequate materials and resources; failure to establish limits); (2) school-related factors (e.g., unfair or prejudicial enforcement of rules; labeling of individuals or groups as "troublemakers"); (3) curricular/instructional factors (e.g., inadequate instructional planning; poor motivational approaches); and (4) out-of-school factors (e.g., undesirable effects of television, movies, and other media; improper training at home).

A third application of research literature resulted in the preparation of a list of actions which could be taken to reduce or correct discipline problems. Those included changing the location of student(s), assigning extra work, and enlisting class support and ideas in solving problems. The research base for instrument development is discussed in greater detail in the following section. Background information is provided regarding the behavioral situations, conditions or influences, and actions incorporated into the survey instrument.

A second major activity in developing the instrument was to design a response format. A process and format that would provide several types of information about each behavioral situation was desired. The format that was developed provided data concerning the perceived importance of each situation. Respondents were asked to identify related influences and recommended actions for each behavioral situation they viewed as an important problem. To minimize the effects of "hearsay" information, the respondents were urged to base all answers on problems in their personal areas of responsibility.

The instrument was prepared for pilot testing with groups of student teachers, cooperating teachers, and other preservice and inservice teachers in the Knoxville area. Persons in the pilot study were asked to complete the instrument and also to suggest additional items, editorial changes, or other modifications of the questionnaire.

Feedback from the pilot testing was used for revising the instrument, and directions were rewritten to increase their clarity. Each person could select six behavioral situations from a list of sixteen items. The six items were ranked according to their importance as perceived by the respondents. (See the questionnaire in Appendix A for the complete list.)

A corresponding adjustment was made in the response procedures for conditions or influences and recommended actions. For each problem selected, respondents were directed to choose at most three of twenty-one recommended actions. This limitation was expected to result in more careful screening and selection of answers.

The pilot study was also useful in refining the list of demographic variables to be utilized. Information regarding school district size and type (urban/rural/suburban) was available through computer records. Respondents were asked to identify their school and system, position, grade levels taught or supervised, school organizational pattern, years of teaching experience, age level, educational attainment level, sex, and race. These demographic variables were considered in developing the sampling plan.

A representative group from the Tennessee Education Association contributed to the final revision of the instrument. The results of the pilot study and the suggestions made by this group helped to refine and strengthen the questionnaire.

A final step in preparing the survey instrument was the addition of a summary section. Respondents were asked to assess the present status of discipline in Tennessee schools and to compare the current situation to that of ten years ago. An open-ended question gave respondents the opportunity to recommend an overall strategy for improving discipline in Tennessee schools.

Research Base for the Instrument

In preparing a comprehensive instrument for examining behavioral situations, related conditions or influences, and recommended actions, a careful analysis of related literature was undertaken. The literature review and analysis had a major impact on the development of the survey instrument. The following discussion of the questionnaire illustrates how the instrument was developed from the research information.

Behavioral Situations

The number of actions which are classified by the individual teachers, administrators, and others as disciplinary problems includes a rather extensive catalogue of behaviors. For the purposes of this study, a manageable number of behavioral situations had to be identified. These were selected on the basis of several criteria, including: frequency of discussion in the literature; inclusion of behaviors with legal penalty implications (e.g., truancy, misbehavior resulting from alcohol or narcotics use) as well as those likely to be handled primarily through classroom or school-based measures;

and clarity of the behavioral situations, avoiding such ambiguous terms as "insubordination."

Several behavioral situations were included on the premise that a study of discipline should not be restricted to actions which involve overt disobedience and verbal or physical abuse. Patterns of ongoing apathetic behavior or inattention, for example, are believed to be equally important indicators of ineffective discipline approaches. The concept of school discipline is most meaningful when it is expanded to include techniques and processes which encourage self-regulation, problem solving, and individually-initiated learning (Marshall, 1972; Bernstein, 1976; Dreikurs, 1971; Chamberlin, 1971).

Conditions or Influences

The body of available research emphasized the importance of planning as an essential element of a successful, prevention-oriented disciplinary approach. In order to develop appropriate plans for identifying and implementing corrective strategies, one must be aware of the nature of the problem (e.g., to whom it is a problem, how big a problem it is, and its probable sources or influences). An important consideration in this analysis involved the mutually supportive roles of sound discipline and classroom management approaches. Effective management helps to ensure the maintenance of conditions which encourage students to stay on task and to be productively involved in their work. Effective discipline minimizes the occurrence and effects of misbehavior.

Four major areas were used to cluster the conditions and influences included in this study. These included nine classroom conditions; eight school conditions/influences; nine factors associated with curricular/instructional practices; and nine out-of-school factors. Researchers indicate that each of the four important types of conditions or influences should be given consideration in establishing an overall disciplinary approach. The list developed for the study is by no means exhaustive but does include the most prominent factors affecting school discipline. Some items reflect ways in which teachers' actions contribute to problem situations. Others imply administrative or parental responsibilities. Some may be attributed to forces over which educators have little or no control. The assumption is made that positive, responsible behavior can be learned by each student (barring exceptional behavioral disorder) if the appropriate instructional conditions are maintained (Hymes, 1955; Kounin, 1970; Bloom, 1976). Students' motivational levels represent important influences on their reactions to disciplinary actions and policies. Highly motivated students tend to agree with established policies and practices, resenting deviations by fellow students. Those with low motivational levels generally associate discipline with punishment and harsh measures.

Classroom Conditions. Despite declining enrollment in many areas, overcrowded classrooms continue to be prevalent. Overcrowding necessarily increases the likelihood of interpersonal conflict. It also makes individual attention and monitoring of student activities more difficult. Inadequate materials and resources pose similarly serious threats to classroom discipline. They increase the probability of misbehavior arising when students are unoccupied, frustrated by inappropriate learning materials, or bored by exposure to the same types of materials for long periods of time.

Poor interpersonal relationships impede classroom discipline by diverting attention away from learning tasks and preventing instructional groups from functioning well. Steps which can be taken to improve interpersonal relationships should become familiar to each teacher and administrator (Chamberlin, 1971; Marshall, 1972).

The research on motivation and school discipline underscores the importance of opportunities for students to express their feelings and to have them accepted in a non-threatening atmosphere (Bernstein, 1976). It has also been found that long periods of enforced activity interfere with basic need fulfillment and often lead to misbehavior as well as diminished learning. Lack of variety in classroom activities represents another problem in motivation and discipline. However, researchers emphasize that there should not be excessive variety or too many choices, especially for younger students. The aim is balance and moderation rather than constant change.

Teachers often play a serious if unintentional role in promoting misbehavior. Verbal abusiveness may go unrecognized by the teacher who engages in it, often in the guise of "friendly sarcasm" (Sylvester, 1971; Chamberlin, 1971). Failure to provide positive reinforcement can also have serious consequences for students' self-concepts, aspiration levels, and classroom behavior. The need for approval is a strong motivational force and should be properly channeled. Students also need behavioral limits that are reasonable and clear. Failure to establish such limits may promote insecurity and confusion (Dreikurs, 1971; Glasser, 1974; Maslow, 1970).

School Conditions. The school-wide discipline situation has a greater influence on student and teacher actions and relationships than commonly believed. There is mounting evidence that unclear or unstated goals and objectives may be associated with unsatisfactory discipline in the school. Similarly, when behavior expectations are not clearly communicated or when inconsistent policies and rules are evident, instances of misbehavior have been found to rise (Chamberlin, 1971).

Poor morale, which will be reflected in any event that brings large numbers of students together (e.g., assemblies, lunch periods, passing in halls, sports), often leads to poor behavior. Overcoming this condition requires cooperative effort by all school personnel. Involvement by students in setting standards and monitoring behavior is also helpful (Good and Brophy, 1973; Dreikurs, 1971). Establishment of cooperative relationships with parents is recommended as a positive influence on school discipline. It is also important that the labeling of individuals or groups as "troublemakers" be avoided. Persons labeled in this way are likely to adopt the expected role as they suffer lowered self-esteem and seek attention and approval.

Curricular/Instructional Conditions. Inadequate instructional planning represents a major threat to effective discipline. Indicators of deficient planning may include long periods of time when some or all students have little to do, failure to have necessary materials accessible to students, or frequent digressions from the topic. These conditions have been found to detract from the warm but businesslike atmosphere which seems most conducive to academic growth.

Just as students need the sense of purpose and unity provided by school goals, they also benefit from the establishment of learning goals and objectives. Many discipline problems can be traced to the lack of a sense of direction and the feeling that one is not making progress toward any clear goals. An effort should be made to attend to individual needs and interests in setting learning goals and in planning activities for achieving them. Students generally work more conscientiously toward goals which they have had a voice in determining. If this is not feasible, goals and expectations must at least be clearly understood by students. They should not reflect inappropriately high or low expectations regarding performance. Every effort should be made to place students with special needs in learning environments which are most likely to enable them to be successful.

Students and teachers need to be aware of the importance of making realistic assessments of abilities and personal characteristics. Evaluation techniques should be based upon recognition and appreciation of individual differences. Excessively competitive classroom environments encourage heightened tensions which can lead to increased instances of misbehavior.

Preventive or proactive discipline approaches require continual monitoring of student progress and behavior. Kounin (1970) has provided considerable research evidence for the importance of such "withitness" by the teacher. Both he and Bloom (1976) emphasize the value of verbal or nonverbal cues to assist in monitoring and guiding student learning and behavior.

Poor motivational approaches represent a crucial curricular/instructional influence on discipline. When students are not interested in learning, their energies are channeled into less constructive directions. Teachers can begin to develop more effective motivational approaches by exhibiting genuine enthusiasm. There is considerable evidence that such enthusiasm is contagious in its effects and that it can be successfully learned and practiced by teachers (Hilgard, 1963; Russell, 1971). Teachers assigned out of their areas of specialization often have difficulty expressing the necessary enthusiasm. Resources and programs should be made available to help them develop effective motivational and discipline strategies.

Out-of-School Influences. Although educators have often proceeded as though it were not the case, students in school are influenced daily by a wide range of external factors. Their behavior, academic performance, aspirations, and values are affected in many important respects by forces originating outside the school setting. Television, movies, and other media are widely believed to have undesirable effects on behavior and learning. Out-of-school peer groups may exert pressures leading to deviant behavior. Conflicting activities involving jobs, clubs, or other affiliations may also affect behavior by diverting energy and attention from learning tasks. Prevalent stereotypes involving race, sex, socioeconomic status, or other factors must not be overlooked as contributing to many discipline problems. Students may be encouraged to act out or overcompensate in response to the behavioral expectations implied by these stereotypes.

The influence of the home and family on school discipline may express itself in several important ways. Parents may exert excessive pressure for achievement, often leading to frustration, lowered self-esteem, and hostility. These negative influences are frequently at the root of school discipline problems. Non-involvement by parents can also represent an undesirable influence on student behavior. Patterns of inadequate diet or rest and improper training in appropriate responsible behavior are gaining increasing recognition as obstacles to positive school discipline. Physiological or psychological problems should also be recognized and treated through careful screening and diagnostic processes.

Recommended Actions

The third major section of the research instrument dealt with the actions recommended to solve identified behavior problems. As in prior sections of the questionnaire, an effort was made to provide the widest possible range of choices within a manageable number of response options. The list of recommended actions includes some which are not supported by research findings but which are viewed as acceptable alternatives by many teachers and administrators. The practice of assigning extra work, for example, often has the unintended effect of linking subject matter with punishment or drudgery in the student's mind. Similarly, the disciplining of a whole class or group for the actions of selected individuals can lead to negative peer relationships and to further behavior problems.

Other items identified as recommended actions have received substantial research support. Communicating awareness of the problem nonverbally often represents an effective use of cues in the learning situation (Kounin, 1970; Bloom, 1976). Private admonition of students is generally preferable to public scolding, although the latter is frequently practiced due to its presumed effectiveness in deterring others from misbehaving. Studies have provided evidence that students react quite differently to such verbal behavior directed by the teacher at fellow students. Its influence on the behavior of observers is often negligible or counterproductive.

An effective supplement to private conferences appears to be planning sessions in which student and teacher cooperatively outline strategies for improved behavior. Similarly, enlisting class support and ideas in solving problems seems to be a successful approach (Glasser, 1974). A system of planned rewards for improved behavior is also supported by numerous researchers.

Several disciplinary actions involve changing the misbehaving student's surroundings. Seating in the classroom may be changed. Students who misbehave are often excluded from an ongoing lesson or activity, as in the enforcement of "time out." A special corner of the room may be set aside for this purpose. The offenders may be sent to the principal's office or an assigned detention hall. In serious cases, students may be transferred to another class or excluded from school. These practices should be used in moderation and should always be geared to the nature and extent of the discipline problem. The characteristics of the individual involved must be a primary factor in choosing among alternative actions.

There are a number of options that involve conferences with other parties regarding a behavioral situation. The problem may be discussed with other teachers, counselors or psychologists, administrators, parents, and representatives of social service or other agencies to whom the case might be referred. It is important that such conferences be factually oriented and emphasize positive problem solving. The confidentiality of such discussions must be observed if harmful stereotyping of students is to be minimized. Conferences focused on improved learning and behavior can be valuable in promoting the importance of team work and cooperation. The responsibility for educating youngsters is necessarily shared by teachers, administrators, parents, and others although actions often seem to deny that fact.

Three of the items listed on the survey instrument involve punitive actions which have traditionally been used to discipline youngsters. These are: restrict individual privileges, assign detention, and recommend or administer corporal punishment. Psychological and educational research has generated considerable evidence regarding the limited or negative effects of punishment. There are occasions when punishment of this type, administered in moderation, may be the best available alternative (Bernstein, 1976). The use of physical or psychological punishment should be viewed as a much less satisfactory approach than the proactive, planned discipline strategies suggested by researchers. Mutual respect and trust provide a far better foundation for learning and improved behavior than do intimidation and fear.

Sampling Plan

The sampling plan for the study was devised to obtain representative sets of respondents from all pertinent subpopulations of educational personnel in Tennessee. The State Department of Education maintains an index system which is used to categorize schools as rural, town, small city, or large city. Schools are also identified in the index system by socioeconomic classification as low, medium, or high. The nine classifications of schools used by the State Department were adopted for use in this study. They are:

1. Rural-low (RL)
2. Rural-high (RH)
3. Town-low (TL)
4. Town-high (TH)
5. Small city-low (SCL)
6. Small city-high (SCH)
7. Large city-low (LCL)
8. Large city-medium (LCM)
9. Large city-high (LCH)

Within each of the nine classifications the study focused on elementary, junior high/middle, and high school populations. Therefore, there were twenty-seven subpopulations from which to select an appropriate sample.

A stratified random sampling procedure was used to select the research sample. The sample size was established at a level which would encompass at least 10 percent of the schools and 10 percent of the teachers in all twenty-seven subpopulations. The sample was drawn to ensure that 10 percent of the teachers in the state's four major cities (Knoxville, Chattanooga, Nashville, and Memphis) were included.

Professional staff members of the Tennessee Education Association distributed the instrument to each of the identified schools in their Uni-Serve districts. All sixteen Uni-Serve districts were included in the study. Several sessions were held with these T.E.A. staff members to discuss purposes of the study and to coordinate and systematize procedures for conducting the study.

Composition of the Sample

The sample drawn according to the plan described above included 5,087 teachers, principals, and other school personnel. These persons were situated in 82 school systems which included 117 elementary schools, 29 junior high/middle schools, and 44 high schools. The sample included 2,495 elementary, 981 junior high/middle, and 1,699 high school personnel.

A total of 3,783 questionnaires were returned. This represented a 74.3 percent return rate, with responses received from 3,354 teachers, 139 principals, and 290 others (e.g., guidance counselors, supervisors, or special teachers).

Composition of the sample with respect to the other demographic variables included in the study is portrayed in Table I-1. Several characteristics of the sample should be noted in examining this table. The number of respondents in each grade level category (e.g., K-3, 4-6) was quite similar. Only the special education category was substantially smaller. Respondents' years of experience also reflected strong consistency across categories. However, there were considerably more participants with over fifteen years of educational experience.

The sample contained equal proportions of schools labeled as departmental and self-contained. Schools with mixed organizational patterns accounted for a smaller but still substantial proportion of the sample. Open space schools were smallest in number, with approximately 200 such schools represented.

Most respondents were between 26 and 35 years of age, with the categories "36 to 45" and "46 or over" receiving approximately the same number of responses. The under 25 age group included about 500 respondents.

In terms of educational level, most respondents had at least a bachelor's degree. Approximately one-third of the sample reported master's or further advanced degrees.

The composition of the sample by sex and race included more white females than any other category. There were approximately 1000 males and 2800 females in the sample, with nearly 600 black or other minority group respondents.

Reflecting the state characteristics, rural school respondents represented nearly one-third of the sample. Town and small city groups combined accounted for somewhat less than a third, with the remainder coming from large city schools. In each size category, the numbers of respondents from low and high (or low, medium, and high) socioeconomic classifications were approximately the same.

The overall returns seem to be quite balanced in representing the various demographic characteristics of Tennessee school personnel. In no areas were noteworthy discrepancies or gaps observed. Further, the high rate of return helps to confirm the adequacy of the final sample for this descriptive study.

TABLE I-1.
Composition of the Final Sample by Key Demographic Variables

Sex/Race	*Educational Level*	*Age*	*Years of Experience*	*Description of School*	*Grade Level*	*Size of School*	*Position in School*	*Size/SES*
White Male 883	No degree 122	20-25 513	1-3 696	Open space 196	K-3 890	Under 300 325	Teacher 3354	RL 666
White Female 2270	B.S./A. 1263	26-35 1484	4-6 730	Departmental 1390	4-6 763	300-600 1398	Principal 139	RH 697 TL 277
Black Male 134	B.S./A.+ 1065	36-45 817	7-10 741	Self-contained 1297	7-9 856	600-900 1046	Guidance 60	TH 349 MCL 262
Black Female 422	Master's 703	46 or over 916	11-15 518	Mixed 802	10-12 908	900-1500 862	Other 203	MCH 269
Other Male 5	Master's + 597	Missing Cases 52	over 15 1041	Missing Cases 98	Special Education 270	1500+ 107	Missing Cases 27	LCL 474 LCM 378 LCH 406
Other Female 7	Missing Cases 33		Missing Cases 57		Missing Cases 95			Missing Cases 5
Missing Cases 62								

N = 3783
"Missing Cases" denotes unclear or unavailable data.

Data Analysis

Treatment of the questionnaire data was designed to facilitate general, or coarse-grain, and detailed, fine-grain analysis. Total sample results for behavioral situations, conditions or influences, and recommended actions were tabulated in terms of frequency and percentage. Subgroup results for each of the demographic variables were also examined in detail. Cross-tabulations of conditions and actions associated by respondents with key discipline problems were also analyzed. These cross-tabulations permitted subgroup comparisons which went considerably beyond the preliminary analysis of behavioral situations, conditions, and actions as independent factors. Total sample cross-tabulations were examined for further comparison of the factors associated by respondents with important behavioral situations.

II. TOTAL SAMPLE RESULTS

In this chapter, results for the total group of survey respondents are presented. As described in Chapter I, the sample for this study included teachers, principals, guidance counselors, and other educational personnel from school districts throughout Tennessee. There were 3783 questionnaires returned representing a substantial (74.3 percent) response rate. The distribution and collection process was greatly expedited through the cooperation of Tennessee Education Association representatives across the state. This broadbased coverage of school districts, coupled with the carefully developed plan for stratifying the sample on the basis of several key characteristics, enhanced the importance and generalizability of the results.

The remaining sections of this chapter describe overall results for the entire sample group. As indicated in Chapter I, teachers constituted the majority of respondents. Thus, results for that group conform quite closely to the total sample results presented in this chapter. Detailed analysis of survey responses by position, years of experience, sex, and race of respondents are presented in Chapter IV, along with other important demographic analyses.

In the final section of chapter, respondents' perceptions of the seriousness of the discipline problem in Tennessee are summarized. Their assessment of the discipline situation today in comparison with that existing ten years ago is also reported. Recommendations made by respondents for improving school discipline in Tennessee are included as well.

Behavioral Situations

Respondents were asked to identify from a list of sixteen behavioral situations the six they felt to be the greatest problems in their own areas of responsibility. These six items were to be numbered in order of perceived importance. Table II-1 presents the findings concerning behavioral situations in the sample as a whole.

Table II-1 reveals that the three problems expressed as important disciplinary concerns by at least 70 percent of all respondents were: inattention to lesson, talking out of turn, and overactive behavior. These three problems maintained their predominance when survey data were analyzed on the basis of rankings assigned by respondents as they identified their top six concerns. This analysis also lead to several important observations: (1) problems mentioned by at least 30 percent of respondents (i.e., the first eight situations in Table II-2) were also among the items highest in frequency for at least three of the six respondent-assigned rankings (see Table II-2 for the detailed breakdown of data by rank); and (2) problems mentioned by fewer than 30 percent of respondents did not show up strongly for any of the six assigned-rank categories, never receiving more than 12 percent of the responses in a given category.

These observations, plus further examination of the results across demographic categories (as presented in Chapters III and IV), prompted a decision to restrict detailed analysis of behavioral situations to the top eight problems in Table II-1. These are: inattention to lesson, talking out of turn, overactive behavior in the classroom, ongoing apathetic behavior, abusing property, abusing other students, cheating, and tardiness. This decision was modified somewhat to encompass two additional problems: fighting and abusing teachers. These two situations were lower in response frequency, but each was felt to represent a serious infraction which should be examined carefully in conjunction with the abuse-related situations which had shown up more frequently in the data. The seriousness of teacher abuse was particularly felt to merit this detailed attention.

TABLE II-1.
Number of Respondents Citing Each Situation Among Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percentage of All Respondents*
1	Inattention to lesson	3094	81.9
2	Talking out of turn	2948	78.0
3	Overactive behavior in class	2676	70.8
4	Ongoing apathetic behavior	1904	50.4
5	Abusing property	1587	42.0
6	Abusing other students	1364	36.1
7	Cheating	1283	34.0
8	Tardiness	1176	31.1
9	Truancy	979	25.6
10	Fighting	956	25.3
11	Abusive or obscene language	933	24.7
12	Stealing	657	17.4
13	Abusing teachers	347	9.2
14	Leaving without permission	322	8.5
15	Misbehavior from narcotics use	159	4.2
16	Misbehavior from alcohol use	54	1.4

*Based on 3778 valid cases (of 3783 total responses)

TABLE II-2.
Total Sample Results for Assigned-Rank Categories

Assigned Rank	Six Most Frequent Situations	Number of Respondents Choosing Each	Percent of all Respondents
First	Talking out of turn	1212	32.1
	Inattention to lesson	730	19.3
	Overactive behavior in classroom	536	14.2
	Ongoing apathetic behavior	535	14.2
	Truancy	190	5.0
	Tardiness	128	3.4
Second	Inattention to lesson	1097	29.0
	Talking out of turn	634	16.8
	Overactive behavior in classroom	596	15.8
	Ongoing apathetic behavior	267	7.1
	Tardiness	257	6.8
	Abusing property	167	4.4
Third	Overactive behavior in classroom	759	20.1
	Inattention to lesson	689	18.2
	Talking out of turn	480	12.7
	Ongoing apathetic behavior	260	6.9
	Abusing property	222	5.9
	Cheating	212	5.6
Fourth	Overactive behavior in classroom	410	10.8
	Cheating	354	9.4
	Abusing other students	321	8.5
	Abusing property	319	8.4
	Inattention to lesson	310	8.2
	Talking out of turn	308	8.2
Fifth	Abusing property	413	10.9
	Abusing other students	371	9.8
	Cheating	324	8.6
	Ongoing apathetic behavior	247	6.5
	Fighting	239	6.3
	Overactive behavior in classroom	230	6.1
Sixth	Abusing property	387	10.2
	Abusive language	339	9.0
	Ongoing apathetic behavior	293	7.8
	Cheating	232	6.1
	Abusing other students	231	6.1
	Tardiness	108	5.5

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*Calculated on the basis of 3778 valid cases (of 3783 received)

Therefore, in the balance of this report, these ten behavioral situations are analyzed in depth. Conditions or influences and recommended actions associated with these key situations are also reported.

Conditions or Influences

In order to acquire information about the conditions or influences which respondents felt to be associated with their important discipline problems, thirty-five such factors were identified for inclusion in the instrument. These factors, based upon an extensive review of related literature, were grouped into four categories representing classroom, school, curricular/instructional, and out-of-school conditions or influences. As Table II-3 indicates, out-of-school factors accounted for more than half of all conditions or influences cited. This represents more than twice the relative frequency of any other category, with curricular/instructional factors cited less than one-fifth as often.

TABLE II-3.
Pattern of Overall Responses
Concerning Conditions or Influences

Type of Conditions or Influences	*Percent of All Responses*
Out-of-School (Items 27-35)	55.1
Classroom (Items 1-9)	22.5
School (Items 10-17)	12.8
Curricular/Instructional (Items 18-26)	10.6

*Percentage of the overall responses accounted for by that category of conditions or influences

Table II-4 portrays the strength of these out-of-school conditions or influences in relation to the ten behavioral situations being analyzed. Only in the case of talking out of turn, a problem commonly associated with overcrowded classrooms, did the out-of-school category fail to be most frequently named by a generally large majority.

The analysis of conditions or influences revealed that improper training at home, shown in Table II-5 to be the most frequent choice, was the top selection by survey respondents for seven of the ten problems and never ranked below third. This item accounted for more than twice as high a percentage of overall responses as the next most frequent choice: undesirable effects of T.V., movies, and other media. In examining Table II-5, it is also apparent that several conditions or influences were mentioned in an exceedingly small

TABLE II-4.
Frequencies with Which the Four Types of Conditions or Influences Were Selected

Rank	Situation	Classroom	School	Curriculum/ Instruction	Out-of-School
1	Inattention to lesson	2088	534	1637	2891
2	Talking out of turn	2918	770	412	2397
3	Overactive behavior in classroom	1966	666	715	2649
4	Ongoing apathetic behavior	629	513	713	2782
5	Abusing property	406	517	166	2249
6	Abusing other students	609	378	161	1952
7	Cheating	363	367	429	1697
8	Tardiness	307	692	108	1267
9	Fighting	376	331	90	1354
10	Abusing teachers	114	161	32	501
	TOTAL	9776	4020	4463	19,739
	Percent of all responses	25.1	12.7	11.5	50.7

N=38,907 responses

number of instances. The items in Table II-5 are coded to indicate the category to which each belongs (e.g., classroom, school).

In examining the conditions or influences associated with particular behavioral situations, results largely correspond to the patterns discussed above. For seven of the ten problems, improper training at home was the most frequent choice. Overcrowded classroom was the top selection for talking out of turn. Excessive parental pressure for achievement was not a common choice in general, but it was the most frequent factor related to cheating. Parental non-involvement in school experiences, while rated much higher overall, was also first in the case of a single problem: ongoing apathetic behavior.

TABLE II-5.
Total Sample Results for Conditions or Influences

Rank	Condition or Influence	Type	Percent of All Responses
1	Improper training at home	O	18.9
2	Undesirable effects of television, movies and other media	O	7.5
3	Parental non-involvement in school experiences	O	7.2
4	Overcrowded classroom	C	6.7
5	Physiological or psychological problems	O	6.0

27

TABLE II-5 *continued*

Rank	*Condition or Influence*	*Type*	*Percent of All Responses*
6	Negative effects of socio-economic, racial, ethnic or other stereotypes	O	4.2
7	Pressures from out-of-school peer groups	O	3.7
8	Inappropriate placement of students with special needs	C/I	3.3
9	Inadequate diet, rest, etc.	O	3.1
10	Failure to establish limits	C	2.8
11	Inconsistent school policies and rules	S	2.6
12	Poor morale	S	2.6
13	Lack of opportunity for students to express feelings	C	2.5
14	Lack of attention to individual needs and interests	C/I	2.5
15	Poor interpersonal relationships	C	2.3
16	Long periods of enforced inactivity	C	2.2
17	Inadequate communication of behavior expectations	S	2.2
18	Lack of positive reinforcement	C	2.0
19	Lack of variety in classroom activities	C	1.9
20	Poor motivational approaches	C/I	1.9
21	Excessive parental pressure for achievement	O	1.8
22	Inadequate materials and resources	C	1.7
23	Conflicting activities (jobs, clubs, etc.)	O	1.7
24	Failure to establish cooperative relationships with parents	S	1.6
25	Labeling of individuals or groups as "troublemakers"	S	1.4
26	Lack of opportunity for student participation in setting standards and monitoring behavior	S	1.2
27	Inappropriately high or low expectations	C/I	.8
28	Unclear or unstated goals and objectives	S	.8
29	Failure to monitor student progress and behavior	C/I	.6
30	Failure to establish goals and objectives	C/I	.5
31	Inadequate instructional planning	C/I	.5
32	Unfair or prejudicial enforcement of rules	S	.5
33	Ineffective evaluation/assessment procedures	C/I	.2
34	Inappropriate teaching assignment	C/I	.2
35	Verbal abusiveness by teacher	C	.2

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*TYPE
Classroom—C
School—S
Curricular/Instructional—C/I
Out-of-School—O

Recommended Actions

The third portion of the survey instrument requested the respondents select at least one but not more than three actions thought to be most appropriate for solving each of the problems they had listed. Twenty-one actions were included, ranging from simple corrective steps to more severe actions or complex strategies. The twenty-one actions and the percentages that each represents of the total response are shown in Table II-6.

TABLE II-6.
Total Sample Results for Recommended Actions

Rank	*Action*	*Percent of All Responses*
1	Conference with parents	16.7
2	Confer with student(s) to make plans for improved behavior	16.5
3	Admonish student(s) privately	10.5
4	Restrict individual privileges	8.1
5	Institute a system of planned rewards for desired student behavior	6.6
6	Enlist class support and ideas in solving problems	6.4
7	Change location of student(s)	5.0
8	Conference with counselor and/or psychologist	4.5
9	Recommend or administer corporal punishment	3.5
10	Admonish student(s) publicly	3.0
11	Communicate awareness of the problem non-verbally	2.5
12	Send student(s) to principal's office	2.4
13	Conference with administration	2.4
14	Recommend exclusion from school (suspension or expulsion)	2.2
15	Assign detention	2.1
16	Assign extra work	1.9
17	Discuss problem with other teachers	1.8
18	Exclude student(s) from ongoing lesson/activity	1.6
19	Refer problem to social service or other agency	1.6
20	Discipline entire class or group	.4
21	Transfer student(s) to another class	.4

Two actions were nearly equal in relative frequency, each accounting for over 16 percent of all responses. Conferring with students to make plans for improved behavior and conferring with parents were by a considerable margin the two most popular actions cited by survey respondents. Each of these two actions ranked either first or second for at least eight of the ten discipline problems analyzed. No other action ranked first for any problem, and only one other action ranked second: recommend suspension or expulsion (in the case of abusing teachers).

The predominance of these two actions is further underscored by examining several of the other popular choices. Admonishing students privately and restricting individual privileges ranked only as high as third or fourth with respect to five of the ten problems. In most cases, the response frequencies beyond the third or fourth ranking dropped considerably, further indicating the consistency of respondents' chosen actions. As Table II-6 also makes evident, several of the actions included in the instrument were exceptionally infrequent choices. Transferring students to another class and disciplining the entire class or group were very seldom reported by respondents. Exclusion from an ongoing lesson or activity and referral to a social service or other agency also received very little support in the overall respondent group.

General Views Regarding School Discipline

Respondents were asked to recommend the approach or strategy which they felt had the greatest potential for improving discipline in the schools of Tennessee. Several patterns of responses emerged.

The greatest number of responses related to parents. These responses called for: more parental responsibility in teaching their children acceptable behavior; more communication between the school and home (generally expected to be fostered by the school); greater involvement of parents in resolving difficulties of their children; and more parental support of the teacher and school. The following comment typifies the responses received:

> Parents need to be made aware of the problem of discipline in the schools. Teachers must also be given back the authority to discipline without constant fear or threat of negative parental reaction or lawsuit. This is not to give teachers the right to abuse students; however, students realize that the teacher's authority over them is limited. If I must get permission of my superior to discipline, the child thinks I have no authority over him.

This statement not only speaks of the need for parental involvement, but also implies a need for teacher authority. This need was mentioned by a considerable number of respondents. Concern regarding rules which seem to limit their authority, including recent court decisions, was especially in evidence. Two representative comments in this regard were stated as follows:

> Teachers should be allowed to take care of discipline instead of principals—children *do not* mind being sent to the principal's office—they know the teacher's hands are tied. They will tell the teacher that their parents "will sue you." Our hands are tied.

and

> Give the power of discipline back to the schools and not the parents with the courts behind them!

In addition, many respondents mentioned school rules and policies, particularly their absence or inconsistent enforcement. One respondent wrote:

> Limits should be set and *enforced*. Students see too many inconsistencies on the part of faculty and administration.

The final concern repeatedly expressed was that overcrowded schools and classrooms contributed greatly to the problem. As discussed earlier, this was the one classroom factor to be mentioned a substantial number of times as an important condition or influence (related most often to such problems as talking out of turn, inattention to lessons, overactive behavior, and cheating).

As a final step in completing the survey instrument, respondents were asked to assess the present status of discipline in Tennessee schools. They were also asked to report their perceptions of the current situation compared with ten years ago. Tables II-7 and II-8 display the results for these two areas. As Table II-7 shows, nearly 60

TABLE II-7.
Present Status of Discipline in Tennessee Schools

	Number of Respondents	*Percent of All Respondents*
Excellent	35	.9
Satisfactory	1294	34.2
Less than satisfactory	2007	53.1
Very poor	258	6.8
No response	189	5.0
TOTAL	3783	100.0

TABLE II-8.
Discipline Today as Compared with Ten Years Ago

	Number of Respondents	*Percent of All Respondents*
Improved	75	2.0
Same	298	7.9
Somewhat more of a problem	1539	40.7
A much greater problem	1710	45.2
No response	161	4.2
TOTAL	3783	100.0

percent of the respondents felt that discipline in the schools was unsatisfactory. Fewer than 1 percent felt the situation was excellent. There was clearly strong agreement, too, that discipline problems today are greater than they were ten years ago. Almost half of the respondents classified the problem as "much greater," with approximately 40 percent regarding school discipline as a somewhat greater problem than ten years ago. Few respondents felt that the situation had improved.

III. ANALYSIS BY LOCATION AND SOCIOECONOMIC LEVEL

In this chapter, results of the discipline survey are presented from the perspective of schools representing nine location and socioeconomic categories. Each category is treated in a separate section of the chapter, adhering to a consistent presentation format. Analyses of behavioral situations, conditions or influences, and recommended actions were conducted for each location/socioeconomic category, and results are presented in that sequence. Relationships among situations, conditions or influences, and actions are also explored in these subsections.

As described in Chapter II, 10 of the 16 problems have been selected for detailed analysis throughout this report. Four of the problems selected (talking out of turn, inattention to lesson, overactive behavior, and ongoing apathetic behavior) were the four highest ranked problems in all nine subgroups. Four others (abusing property, abusing other students, tardiness, and cheating) were among the ten highest ranked problems in at least eight of the nine subgroups, with each achieving moderately high rankings in several cases. Two other problems (fighting and abusing teachers) were included among the ten due to their perceived seriousness and/or importance in relation to the other instances of abuse being examined.

Three problems omitted from detailed analysis were consistently lowest in ranking (leaving without permission and misbehavior resulting from narcotics use or from alcohol use). The remaining three (truancy, stealing, and abusive or obscene language) were also consistently low and were judged not to merit detailed scrutiny.

Responses to the conditions or influences section of the instrument were analyzed for each subgroup to identify patterns in the data. Thirty-five conditions or influences were included in the instrument, up to three of which could be associated by repondents with a chosen behavioral situation. These factors were grouped into classroom, school, curricular/instructional, and out-of-school conditions or influences.

The recommended actions portion of the instrument included 21 items, up to three of which could be selected for each behavioral situation. A frequency check of the data indicated that eight of these actions accounted for the great majority of responses across subgroups. Therefore, reporting of results for recommended actions has been limited in the tables to the top eight actions.

Rural Low

The total number of respondents in this group was 666. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-1.

Behavioral Situations

The nine behavioral situations which received the highest numbers of responses by the Rural Low educators are shown by rank order in Table III-2. Some clarification about the frequency of response will be helpful so that the table and numbers may be interpreted correctly. The respondents were given an opportunity to specify six behavioral situations which they considered to be their most important discipline problems. The 562 respondents who specified inattention to lesson as a problem did so as one of their six possible responses. The correct interpretation is that 562, or approximately 84.4 percent, of the Rural Low educators identified inattention as one of the behavioral situations they perceive as a problem. It should also be pointed out that not all of the respondents listed as many as six situations.

Talking out of turn and overactive behavior in the classroom were concerns of more than 70 percent of the Rural Low respondents. Apathy, abusing property, abusing other students, and cheating were perceived as important by approximately 40 percent of this respondent group. Fighting and tardiness were listed by approximately one-fourth of this group. Table III-2 indicates that three situations were reported very frequently as problems, four were of relatively moderate concern, and two attracted the attention of a much smaller number of respondents. Finally, abusing teachers was listed as a problem by 49 of the total group of 666. This number represented slightly more than 7 percent of the Rural Low educators.

Conditions or Influences

The relationship of the four major sets of conditions or influences to the ten behavioral situations discussed in the previous section is presented in Table III-3. The total number of responses for each major type of condition or influence is presented to give an overall view of how the respondents perceived the importance of each type of factor with respect to the ten problems or situations. For example, the problem of inattention was perceived to be influenced first by out-of-school influences (483), then classroom (472), followed by curricular/instructional (328), and finally by school conditions (89). The total number of responses for all four conditions related to inattention was 1372.

TABLE III-1.
Composition of the Rural Low Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	193	No degree	22	20-25	129	1-3	150	Open space	37	K-3	192	Under 300	162	Teacher	598
White Female	497	B.S/B.A.	270	26-35	307	4-6	172	Departmental	174	4-6	150	300-600	380	Principal	31
Black Male	4	B.S./B.A.+	216	36-45	95	7-10	123	Self-contained	272	7-9	131	600-900	79	Guidance	7
Black Female	9	Master's	101	46 or over	129	11-15	79	Mixed	163	10-12	101	900-1500	40	Other	29
Other Male	0	Master's +	56	Missing Cases	6	over 15	139	Missing Cases	20	Special Education	71	1500+	0	Missing Cases	1
Other Female	1	Missing Cases	1			Missing Cases	3			Missing Cases	21	Missing Cases	5		
Missing Cases	2														

N=666

"Missing Cases" denotes unclear or unavailable data.

TABLE III-2.
Number of Rural Low Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of RL Respondents*
1	Inattention to lesson	562	84.4
2	Talking out of turn	531	79.7
3	Overactive behavior in classroom	469	70.4
4	Ongoing apathetic behavior	309	46.4
5	Abusing property	309	46.4
6	Abusing other students	269	40.4
7	Cheating	267	40.1
8	Fighting	178	26.7
9	Tardiness	159	23.9
10	Abusing teachers	49	7.4

N = 666

Table III-3 reveals that the respondents perceived the out-of-school influences as being most important in nine of the ten situations. Only talking out of turn was most frequently associated with a different type of contition, generally involving classroom factors, al-

TABLE III-3.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Rural Low Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	472	98	328	483	1372
2	Talking out of turn	592	126	80	389	1189
3	Overactive behavior in classroom	409	111	158	423	1101
4	Ongoing apathetic behavior	107	89	124	458	778
5	Abusing property	90	105	19	494	708
6	Abusing other students	125	82	43	404	654
7	Cheating	85	82	109	344	620
8	Fighting	70	65	14	263	412
9	Tardiness	42	92	12	170	316
10	Abusing teachers	15	23	0	88	126
	TOTAL	2007	866	887	3516	7276
	PERCENT	27.6	11.9	12.2	48.3	100

though it too got a large number of responses in the out-of-school category.

For the Rural Low group, out-of-school conditions accounted for nearly one-half (48.3 percent) of all responses, with classroom conditions accounting for about one-fourth (27.6 percent) of the responses. Curricular/instructional and school conditions each represented about 12 percent of the responses.

Within the out-of-school category, improper training at home and the undesirable effects of media received the highest numbers of responses, with improper training ranked first in seven of the ten situations. The presence of physiological or psychological problems was also mentioned frequently in this category. Parental non-involvement was another factor cited often enough to rank among the most important out-of-school conditions. Negative effects of stereotypes and inadequate diet or rest were identified as conditions which related to apathy and to abusing property and students. Pressure from parents was cited as the most important condition related to cheating.

The classroom conditions or influences category received the second highest total number of responses. Within this category, overcrowded classroom was the factor listed most frequently. Overcrowding was considered the most important classroom influence with respect to five of the ten behavioral situations. Lack of variety in classroom activities and long periods of enforced inactivity received enough responses to be considered important influences in three of the ten situations. Inadequate materials, lack of opportunity to express feelings, failure to establish limits, lack of positive reinforcement, and poor interpersonal relationships were each frequent choices for at least two of the ten situations.

Curricular/instructional factors ranked third among the four sets of conditions or influences. Within this group, inappropriate placement of students with special needs ranked first in four of the ten situations. Lack of attention to individual needs and interests was important in three situations, while poor motivational approaches were important in two of the ten situations.

School conditions were ranked fourth by the respondents. Within this category, poor morale was cited as being most important once and ranked second twice. Inconsistent school policies and rules was ranked first in two situations.

Recommended Action

The eight most frequently recommended actions are listed in rank order in Table III-4. Two actions (conferring with students or with their parents) were cited much more frequently than any other actions. These two actions were recommended as the top choices for dealing with all ten behavioral situations.

Admonishing students privately was recommended for such problems as cheating, talking, and inattention. However, only in the case of cheating was this action recommended often enough to rank among the two highest choices.

Instituting a system of planned rewards received moderately strong support for dealing with apathetic behavior and inattention to lesson. Changing the location of student(s) was the fourth choice for dealing with cheating. Corporal punishment, while not recommended frequently for most situations, was second in frequency for abusing teachers and fourth for fighting. Although suspension from school was not frequently recommended in general, it was the fourth highest choice for dealing with the problem of abusing teachers.

TABLE III-4.
The Eight Most Frequently Recommended Actions in the Rural Low Group

Rank	*Action*	*Frequency*
1	Confer with student (s) to make plans for improved behavior	1267
2	Conference with parents	1029
3	Admonish student(s) privately	744
4	Restrict individual privileges	680
5	Institute a system of planned rewards for desired student behavior	548
6	Enlist class support and ideas in solving problems	456
7	Change location of students	431
8	Recommend or administer corporal punishment	298

N = 7205

Rural High

The total number of respondents in this group was 697. The distribution of this sample by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-5.

Behavioral Situations

Results for the ten behavioral situations being analyzed in this report are presented in Table III-6. Examination of this table reveals that inattention to lesson and talking out of turn were considered the two most persistent problems by Rural High respondents. Overactive behavior in the classroom, the third most frequent choice, was mentioned by nearly three-fourths (74.3 percent) of the respondents.

TABLE III-5.
Composition of the Rural High Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	176	No degree	13	20-25	95	1-3	124	Open space	14	K-3	203	Under 300	100	Teacher	631
White Female	457	B.S./B.A.	242	26-35	273	4-6	145	Depart-mental	204	4-6	148	300-600	241	Principal	29
Black Male	10	B.S./B.A.+	235	36-45	165	7-10	138	Self-contained	225	7-9	104	600-900	208	Guidance	4
Black Female	45	Master's	109	46 or over	154	11-15	81	Mixed	236	10-12	172	900-1500	86	Other	30
Other Male	1	Master's +	93	Missing Cases	10	over 15	195	Missing Cases	18	Special Education	48	1500+	49	Missing Cases	3
Other Female	1	Missing Cases	5			Missing Cases	14			Missing Cases	22	Missing Cases	13		
Missing Cases	6														

N = 697
"Missing Cases" denotes unclear or unavailable data.

TABLE III-6.
Number of Rural High Respondents
Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of RH Respondents*
1	Inattention to lesson	601	86.2
2	Talking out of turn	574	82.4
3	Overactive behavior in classroom	581	74.3
4	Ongoing apathetic behavior	353	50.7
5	Abusing property	320	45.9
6	Cheating	287	41.2
7	Abusing other students	249	35.7
8	Tardiness	176	25.3
9	Fighting	175	25.1
10	Abusing Teachers	43	6.2

N=697

Ongoing apathetic behavior and abusing property were concerns of approximately 50 percent and 46 percent of the respondents respectively. Cheating was not far behind in sixth place. Abusing students, tardiness, and fighting were the seventh, eighth, and ninth problems in the Rural High subgroup.

Forty-three of the 697 teachers (6.2 percent) expressed concern about the problem of abusing teachers. This was very close to the number of Rural Low educators who expressed the same concern.

Conditions or Influences

The relationship of the four major categories of conditions or influences to the behavioral situations discussed in the previous section is presented in Table III-7. A review of the information in this table shows how often the out-of-school conditions were considered important by respondents. Nearly half (48.8 percent) of the responses were in this category.

Classroom conditions accounted for approximately 27 percent of the responses. School conditions ranked third, representing nearly 13 percent of the responses, and curricular/instructional conditions placed fourth, representing just over 11 percent of the responses.

Within the out-of-school category, improper training at home was cited most often as an important factor. Undesirable effects of media ranked second in this category. These conditions were considered the two most important in more than half of the ten behavioral situations. Students' physiological or psychological problems represented the out-of-school factor with the third highest number of responses. Parental non-involvement and inadequate diet or rest were the next two conditions in order of frequency of response. Excessive parental pressure for achievement was the condition in this category which had the most responses related to cheating.

TABLE III-7.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Rural High Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	437	86	293	534	1350
2	Talking out of turn	620	138	70	415	1243
3	Overactive behavior in classroom	386	124	138	477	1125
4	Ongoing apathetic behavior	127	85	131	523	866
5	Abusing property	83	118	42	427	670
6	Cheating	91	95	86	375	647
7	Abusing other students	101	80	26	344	551
8	Tardiness	55	106	17	180	358
9	Fighting	64	68	16	223	371
10	Abusing teachers	14	25	2	56	97
	TOTAL	1978	925	821	3554	7278
	PERCENT	27.2	12.7	11.3	48.8	100

The classroom condition or influence category received the second highest number of responses. Within this category the overcrowded classroom factor ranked highest in frequency. This condition was considered to be the most important classroom factor associated with six of the ten behavioral situations. Other specific classroom conditions which were identified with moderately high frequency were: lack of variety; long periods of enforced inactivity; lack of opportunity to express feelings; and failure to establish limits. No other factor ranked among the top four conditions or influences with respect to any of the ten situations.

The school conditions category received the third highest number of responses. Within this category there was no single condition which received a large number of responses. Poor morale ranked high in relation to two behavioral situations, while lack of opportunity to set standards, inconsistent school policies, and inadequate communication of expectations each received moderately strong support for one behavioral situation.

The curricular/instructional conditions received the fewest responses of the four categories. Within this category, inappropriate placement of students with special needs was cited most frequently as an important influence. Lack of attention to individual needs and poor motivational approaches were each considered to be important factors related to at least two of the ten situations. No other specific items were cited frequently enough to be considered important influences.

Recommended Actions

The eight most frequently recommended actions by the Rural High educators are listed in rank order in Table III-8. Conferring with students or with their parents were the two actions cited most often. Either of these two actions was the first choice in nine of the ten behavioral situations. The only exception involved recommendations to restrict individual privileges when there was a fighting problem. Even with this situation, conferences with parents or students represented the second and third choices.

TABLE III-8.
The Eight Most Frequently Recommended Actions in the Rural High Group

Rank	*Action*	*Frequency*
1	Confer with student(s) to make plans for improved behavior	1295
2	Conference with parents	1004
3	Admonish student(s) privately	797
4	Restrict individual privileges	686
5	Enlist class support and ideas in solving problems	566
6	Institute a system of planned rewards for desired student behavior	548
7	Change location of student(s)	459
8	Conference with counselor or psychologist	267

N = 7202

Admonishing students privately was the second most frequent response for talking out of turn and placed third or fourth for several other classroom situations. In addition to its support for the fighting situation, restricting individual privileges was the third most frequent action for abusing other students, abusing property, and talking, and fourth for overactive behavior.

Instituting a system of planned rewards ranked third or fourth in frequency for inattention, overactive behavior, and ongoing apathetic behavior. The only situation for which suspension or expulsion was a frequently recommended choice was abusing teachers. Even in this situation, it placed second among the actions recom-

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mended. Corporal punishment was not recommended often enough to rank highly among the actions selected for any of the ten situations.

Town Low

The total number of respondents in this group of schools was 277. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school, and position in school is displayed in Table III-9.

Behavioral Situations

Results pertaining to behavioral situations in the Town Low subgroup are presented in Table III-10. In this subgroup, inattention to lesson and talking out of turn were considered the most persistent problems. Ranked third was overactive behavior, with nearly three-fourths (74.7 percent) of the respondents citing this as a problem.

Abusing property was the fourth ranked problem, and ongoing apathetic behavior ranked fifth. Cheating, abusing other students, tardiness, and fighting were cited by comparable numbers of respondents, while only seventeen of the 277 Town Low educators identified abusing teachers among the six situations that most concerned them.

Conditions or Influences

The relationship of the four major conditions or influences categories to the ten behavioral situations discussed in the previous section is presented in Table III-11. Analysis of the data in this table shows how strongly supported the out-of-school conditions were among Town Low educators. Over 45 percent of their responses were in this general category.

Classroom conditions represented over 29 percent of the responses by Town Low respondents. School conditions accounted for nearly 14 percent of the responses and curricular/instructional influences represented less than 12 percent of the responses in this subgroup.

Within the out-of-school category, improper training at home was cited far more frequently than any other specific influence. It received the highest number of responses of any out-of-school factor for seven of the ten behavioral situations. Undesirable effects of media received the second highest number of responses, followed by parental non-involvement and the presence of physiological or psychological problems. Inadequate diet or rest ranked first with respect to inattention in the classroom. Within the out-of-school category, excessive parental pressure for achievement was the highest ranked influence related to cheating.

TABLE III-9.
Composition of the Town Low Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	71	No degree	21	20-25	33	1-3	50	Open space	20	K-3	67	Under 300	0	Teacher	243
White Female	170	B.S./B.A.	88	26-35	125	4-6	63	Departmental	114	4-6	60	300-600	72	Principal	9
Black Male	10	B.S./B.A.+	79	36-45	48	7-10	53	Self-contained	102	7-9	75	600-900	150	Guidance	5
Black Female	22	Master's	50	46 or over	67	11-15	34	Mixed	34	10-12	50	900-1500	50	Other	19
Other Male	0	Master's +	37	Missing Cases	4	over 15	73	Missing Cases	7	Special Education	16	1500+	1	Missing Cases	1
Other Female	0	Missing Cases	2			Missing Cases	4			Missing Cases	9	Missing Cases	4		
Missing Cases	4														

N = 277
"Missing Cases" denotes unclear or unavailable data.

TABLE III-10.
Number of Town Low Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of TL Respondents*
1	Inattention to lesson	239	86.3
2	Talking out of turn	236	85.2
3	Overactive Behavior in classroom	207	74.7
4	Abusing property	156	56.3
5	Ongoing apathetic behavior	125	45.1
6	Cheating	96	34.7
7	Abusing other students	93	33.6
8	Tardiness	90	32.5
9	Fighting	82	29.6
10	Abusing teachers	17	6.1

N = 277

The classroom conditions or influences category accounted for the second highest number of responses in the Town Low subgroup. Within the classroom category, overcrowded classroom was cited most often in relation to four of the ten behavioral situations.

TABLE III-11.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Town Low Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	194	53	127	193	567
2	Talking out of turn	291	72	34	146	543
3	Overactive behavior in classroom	165	65	46	202	478
4	Abusing property	40	49	20	214	323
5	Ongoing apathetic behavior	53	28	55	166	302
6	Cheating	40	33	26	119	218
7	Abusing other students	44	25	11	117	197
8	Tardiness	26	60	9	91	186
9	Fighting	29	29	13	115	186
10	Abusing teachers	13	8	2	12	35
	TOTAL	895	422	343	1375	3035
	PERCENT	29.5	13.9	11.3	45.3	100

Other classroom conditions receiving moderately high levels of support were: inadequate materials; lack of variety in classroom activities; lack of opportunity to express feelings; failure to establish limits; long periods of enforced inactivity; and poor interpersonal relationships. It should be noted that none of these conditions was cited often enough to be considered an important influence on more than one behavioral situation.

School conditions ranked third in frequency among Town Low respondents. Within this category there was no single factor cited often enough to be considered important to the behavioral situations. Although inconsistent rules and policies was cited as one influence on tardiness, it ranked below two out-of-school influences.

Curricular/instructional conditions were mentioned least often by the Town Low educators. Two specific influences (lack of attention to individual needs and inappropriate placement of students with special needs) were the top two factors in this category related to the problem of inattention to lessons. No other specific influence was cited frequently enough to be considered important to the ten behavioral situations.

Recommended Actions

The eight actions most frequently recommended to Town Low respondents are presented in rank order in Table III-12. Conferring with students or with their parents were the two actions most frequently recommended. These two items were among the top three actions cited for all ten behavioral situations.

Admonishing students privately received the most responses for dealing with cheating and also ranked high for inattention, talking out of turn, and abusing property. Restricting individual privileges

TABLE III-12.
The Eight Most Frequently Recommended Actions in the Town Low Group

Rank	*Action*	*Frequency*
1	Confer with student(s) to make plans for improved behavior	536
2	Conference with parents	408
3	Admonish student(s) privately	337
4	Restrict individual privileges	270
5	Enlist class support and ideas in solving problems	231
6	Institute a system of planned rewards for desired student behavior	228
7	Change location of student(s)	195
8	Admonish student(s) publicly	120

N = 3024

was the second ranked action in relation to fighting and the third choice for dealing with abusing students, overactive behavior, and tardiness.

Instituting a system of planned rewards was third in frequency for inattention and recommended less often for several other class situations. Corporal punishment was seldom recommended. Suspension from school also received very few responses in the Town Low subgroup.

Town High

The total number of respondents in this group was 349. The distribution of this sample by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-13.

Behavioral Situations

In the Town High group, the situation cited most frequently among respondents' top six discipline problems was inattention to lessons. Talking out of turn and overactive behavior in the classroom placed second and third respectively in this group. Table III-14 presents the numbers of Town High respondents who selected each of the ten problems as one of their top six disciplinary concerns.

As Table III-14 indicates, there is a substantial decline in the frequencies with which some discipline problems were reported. These results correspond quite closely with the distribution of responses when rankings of the behavioral situations are considered. Those with lower frequencies in Table III-14 were seldom if ever among the higher ranked concerns of Town High respondents.

Conditions or Influences

For all behavioral situations except talking out of turn, out-of-school conditions or influences represented the most frequent choices of Town High respondents. These out-of-school factors in each case acquired substantial majorities of the conditions or influences associated with a given problem. Table III-15 depicts the frequency with which each type of condition or influence was selected by Town High respondents for each of the ten behavioral situations.

In the predominant cluster of conditions or influences associated by Town High respondents with their top six discipline problems, one factor was cited especially frequently. This factor was improper training at home. For nine of the ten problems listed in Table III-15, improper training was the most frequent condition or influence identified. In relation to ongoing apathetic behavior, the two top choices were lack of attention to individual needs and interests (a curricular/instructional factor) and overcrowded classroom.

TABLE III-13.
Composition of the Town High Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	89	No degree	13	20-25	56	1-3	71	Open space	8	K-3	83	Under 300	1	Teacher	319
White Female	231	B.S./B.A.	134	26-35	141	4-6	65	Departmental	154	4-6	77	300-600	134	Principal	11
Black Male	11	B.S./B.A.+	99	36-45	65	7-10	79	Self-contained	144	7-9	70	600-900	63	Guidance	5
Black Female	13	Master's	56	46 or over	85	11-15	36	Mixed	38	10-12	91	900-1500	147	Other	12
Other Male	0	Master's +	45	Missing Cases	2	over 15	94	Missing Cases	5	Special Education	25	1500+	0	Missing Cases	2
Other Female	0	Missing Cases	2			Missing Cases	4			Missing Cases	3	Missing Cases	4		
Missing Cases	5														

N = 349
"Missing Cases" denotes unclear or unavailable data.

TABLE III-14.
Number of Town High Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of TL Respondents*
1	Inattention to lesson	282	80.8
2	Talking out of turn	258	73.9
3	Overactive behavior in classroom	233	66.8
4	Ongoing apathetic behavior	163	46.7
5	Abusing property	150	43.0
6	Cheating	121	34.7
7	Abusing other students	118	33.8
8	Fighting	90	25.8
9	Tardiness	74	21.2
10	Abusing teachers	41	11.8

N = 349

TABLE III-15.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Town High Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	202	57	185	251	695
2	Talking out of turn	269	74	47	209	599
3	Overactive behavior in classroom	195	71	66	243	575
4	Ongoing apathetic behavior	65	44	71	242	422
5	Abusing property	44	52	20	217	333
6	Cheating	30	33	40	183	286
7	Abusing other students	47	39	15	186	287
8	Fighting	35	27	8	146	216
9	Tardiness	15	43	4	93	155
10	Abusing teachers	11	13	9	58	91
	TOTAL	913	453	465	1828	3659
	PERCENT	25.0	12.4	12.7	49.9	100

Four other out-of-school factors were among the most frequent conditions or influences associated with at least three behavioral situations. These were: undesirable effects of television, movies, and other media; negative effects of socioeconomic, racial, ethnic, or other stereotypes; parental noninvolvement in school experiences; and physiological or psychological problems. Conferences with parents represented the most frequently recommended action for nearly all situations where the top five out-of-school factors were felt to be important. Conferences with students were somewhat popular for cases in which undesirable effects of television, movies, and other media were a concern and for some situations in which improper training at home was felt to play an important role.

One classroom factor, overcrowded classroom, occurred with fairly high frequency in relation to three behavioral situations: inattention to lesson; talking out of turn; and overactive behavior in the classroom. Conferences with students were recommended most frequently for dealing with each of these behavioral situations by the respondents who perceived overcrowded classrooms to be a key influence.

Several other conditions were mentioned relatively frequently by Town High respondents, but each showed up clearly for just one behavioral situation. The four classroom conditions in this category, with their associated situations in parentheses, were: lack of opportunity for students to express feelings and failure to establish limits (talking out of turn); long periods of enforced inactivity (overactive behavior in the classroom); and lack of variety in classroom activities (inattention to lesson). Conferring with students to make plans for improved behavior was the most frequently recommended action in each case.

One modestly supported factor was a school condition or influence: inconsistent school policies and rules. Again, conferences with students were recommended most often. For the one curricular/instructional condition to receive even modest support, inappropriate placement of students with special needs, the suggested action was the same. The three out-of-school factors which were frequently mentioned in connection with just one problem were: pressures from out-of-school peer groups (for fighting, with recommended action to confer with parents or administer corporal punishment); excessive parental pressure for achievement (for cheating, with recommended action to admonish students privately); and inadequate diet, rest, etc. (for inattention, with recommended action to confer with students).

Overall, detailed analysis revealed that six factors, all but one representing out-of-school conditions or influences, accounted for a decisive majority of Town High responses. Only one school factor and one curricular/instructional factor were cited with even moderate frequency in this subgroup.

Recommended Actions

The range of actions mentioned frequently by Town High respondents was also quite restricted. Conferring with students to make plans for improved behavior and conferring with parents were the top two actions recommended in this group. Table III 16 presents the frequencies with which each of the top eight actions were reported.

The strength with which conferences with students or their parents showed up in the Town High results is also indicated by the fact that for nearly all ten behavioral situations, these actions were either first or second in frequency. Of the remaining eight most popular actions, only admonish students privately was named a moderately high number of times for nearly all ten problems.

Four responses received most of their moderate support as recommended actions for just one or two behavioral situations. These were: enlist class support and ideas in solving problem; confer with counselor or psychologist; send student(s) to principal's office; and recommend suspension or exclusion from school. The first two were associated with the problem of ongoing apathetic behavior and the latter two with abusing teachers.

As was the case with conditions or influences, Town High responses concerning recommended actions were strikingly consistent. Nearly one-third of the responses concerning recommended actions are accounted for by just the two practices of conferring with students or with parents.

TABLE III-16.
The Eight Most Frequently Recommended Actions In the Town High Group

Rank	*Action*	*Frequency*
1	Confer with student(s) to make plans for improved behavior	630
2	Confer with parents	560
3	Admonish student(s) privately	378
4	Restrict individual privileges	354
5	Institute a system of planned rewards for desired student behavior	261
6	Change location of student(s)	258
7	Enlist class support and ideas in solving problems	202
8	Recommend or administer corporal punishment	147

N = 3731 responses

Small City Low

The total number of respondents in this group of schools was 262. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-17.

Behavioral Situations

Respondents from Small City Low schools most frequently reported inattention to lessons as one of their top six discipline problems. This behavioral situation was mentioned by approximately 12 percent more respondents than the second or third most frequent problems. Talking out of turn and overactive behavior in the classroom, which placed second and third respectively, were mentioned with nearly equal frequencies. Table III-18 portrays the numbers of Small City Low respondents identifying each situation among their top six discipline problems. Examination of Table III-18 reveals that the four highest ranked problems were each among the most important disciplinary concerns of over half of the respondents in this subgroup.

Conditions or Influences

In the Small City Low group, out-of-school conditions or influences were the most frequently cited type for all ten behavioral situations being examined. As shown in Table III-19, classroom conditions were second in frequency for six behavioral situations, school conditions placed second for three situations, and curricular/instructional factors were second for one situation. In nearly all cases there was a very substantial drop in frequency between the first and second rated types of conditions or influences.

Among the heavily favored out-of-school factors cited by the Small City Low respondents, one item received exceptionally strong emphasis. Improper training at home was the most frequent condition or influence with respect to eight of the ten behavioral situations, and it was second in frequency for the other two situations. The only out-of-school factor to approach this level of strength was undesirable effects of television, movies, and other media. That item was among the top five conditions or influences for seven of the ten problems being considered.

Two of the out-of-school conditions or influences received moderate support in relation to several behavioral situations. These were physiological or psychological problems and negative effects of racial, ethnic, or other stereotypes. Three others were cited with moderate to high frequency for just one of the behavioral situations. These three, with their related situations in parentheses, were: excessive parental pressure for achievement (cheating); parental non-

TABLE III- 17.
Composition of the Small City Low Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	58	No degree	3	20-25	30	1-3	48	Open space	48	K-3	57	Under 300	24	Teacher	231
White Female	167	B.S./B.A.	74	26-35	110	4-6	56	Departmental	86	4-6	36	300-600	72	Principal	8
Black Male	10	B.S./B.A.+	77	36-45	55	7-10	56	Self-contained	67	7-9	50	600-900	60	Guidance	7
Black Female	17	Master's	64	46 or over	63	11-15	38	Mixed	60	10-12	91	900-1500	51	Other	14
Other Male	1	Master's +	41	Missing Cases	4	over 15	61	Missing Cases	1	Special Education	19	1500+	52	Missing Cases	2
Other Female	1	Missing Cases	3			Missing Cases	3			Missing Cases	9	Missing Cases	3		
Missing Cases															

N=262
"Missing Cases" denotes unclear or unavailable data.

TABLE III-18.
Number of Small City Low Respondents Choosing Each Situation as One of Their Top Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of SCL Respondents*
1	Inattention to lesson	216	82.4
2	Talking out of turn	186	71.0
3	Overactive behavior in classroom	184	70.2
4	Ongoing apathetic behavior	150	57.3
5	Abusing property	119	45.4
6	Cheating	98	37.4
7	Abusing other students	91	34.7
8	Tardiness	79	30.2
9	Fighting	58	22.1
10	Abusing teachers	33	12.6

N = 262

TABLE III-19.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Small City Low Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	128	37	99	220	484
2	Talking out of turn	158	50	21	172	401
3	Overactive behavior in classroom	114	43	38	201	396
4	Ongoing apathetic behavior	47	43	37	226	353
5	Abusing property	22	41	9	168	240
6	Cheating	18	23	28	143	212
7	Abusing other students	34	18	8	142	202
8	Tardiness	17	45	5	77	144
9	Fighting	25	20	8	83	136
10	Abusing teachers	4	15	3	60	82
	TOTAL	567	335	256	1492	2650
	PERCENT	21.4	12.6	9.7	56.3	100

involvement in school experiences (ongoing apathetic behavior); and inadequate diet, rest, etc. (inattention to lesson).

Overcrowded classroom was the only factor not classified as an out-of-school condition or influence which received a moderately high number of responses. These occurred primarily in relation to inattention to lessons, talking out of turn, and overactive behavior in the classroom. Several other classroom conditions each received modest support in relation to a single behavioral problem. These were: lack of opportunity for students to express feelings and failure to establish limits (talking out of turn); poor interpersonal relations (abusing other students); and lack of variety in classroom activities (inattention to lesson).

Just one school factor received even a modest number of responses. Inconsistent school policies and rules was fairly frequent as a factor related to tardiness. The top action recommended in this case was to assign detention.

Similarly, just one curricular/instructional factor (lack of attention to individual needs and interests) was selected by this group with modest strength. The behavioral situation for which this was most often cited was inattention to lessons, and the action recommended most frequently was to confer with students.

Recommended Actions

In the Small City Low group, one-third of the responses concerning recommended actions for the ten behavioral situations under consideration were accounted for by just two of the 21 choices. These popular actions were: confer with student(s) to make plans for improved behavior and confer with parents. Considerably less support was given to the other actions. As depicted in Table III-20, the top eight recommended actions thus represent a considerable range of response frequencies.

Conferences with students or parents represented either the first or second most frequent actions in this sample group for all ten be-

TABLE III-20.
The Eight Most Frequently Recommended Actions in the Small City Low Group

Rank	*Action*	*Frequency*
1	Confer with student(s) to make plans for improved behavior	449
2	Confer with parents	440
3	Admonish student(s) privately	306
4	Restrict individual privileges	216
5	Institute a system of planned rewards for desired student behavior	184
6	Enlist class support and ideas in solving problems	161
7	Change location of student(s)	156
8	Confer with counselor or psychologist	124

N = 2653

havioral situations. Among the other highly rated actions, only admonish student privately was the second or third most frequent choice for several problems. Talking out of turn was the only problem for which conferring with parents was not highly recommended.

Although it cumulatively ranked among the top eight actions, conference with counselor or psychologist was most frequent in association with one particular situation, ongoing apathetic behavior. In a contrasting pattern, conferring with administration and exclusion from school were cumulatively low in relation to the other actions but received relatively strong support for the problem of abusing teachers.

Small City High

The total number of respondents in this group was 269. The distribution of this sample by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-21.

Behavioral Situations

In the response pattern for the Small City High category, both inattention to lessons and talking out of turn were mentioned by approximately 80 percent of the respondents when naming their top six disciplinary concerns. Two other problems, overactive behavior in the classroom and ongoing apathetic behavior, were also reported by more than half of the respondents in this group. Tardiness showed up rather strongly as a concern, placing fifth in this ranking, while fighting and abusing teachers were mentioned by small percentages of respondents. Table III-22 presents the response pattern for the ten problems examined in depth in this report.

Conditions or Influences

In the clustered analysis of conditions or influences, out-of-school factors were most frequently mentioned for all ten behavioral situations. Classroom factors occurred with the second highest frequency for seven problems. However, they were generally mentioned far less often than the out-of-school conditions or influences. Table III-23 portrays the frequencies with which each of four clusters of conditions or influences occurred in the Small City High group.

One of the out-of-school conditions showed special strength in the Small City High group. Improper training at home was the first or second most frequent factor mentioned in relation to nine of the ten problems, and it placed third for the remaining problem. No other

TABLE III-21.
Composition of the Small City High Subgroup by Key Demographic Variables

Sex/Race		Educational Level		Age		Years of Experience		Description of School		Grade Level		Size of School		Position in School	
White Male	71	No degree	12	20-25	38	1-3	55	Open Space	33	K-3	49	Under 300	3	Teacher	228
White Female	179	B.S./B.A.	75	26-35	88	4-6	36	Departmental	101	4-6	55	300-600	56	Principal	9
Black Male	4	B.S./B.A.+	73	36-45	75	7-10	52	Self-contained	61	7-9	71	600-900	127	Guidance	5
Black Female	9	Master's	63	46 or over	68	11-15	46	Mixed	67	10-12	74	900-1500	82	Other	24
Other Male	1	Master's +	43	Missing Cases	0	over 15	77	Missing Cases	7	Special Education	14	1500+	1	Missing Cases	3
Other Female	2	Missing Cases	3			Missing Cases	3			Missing Cases	6	Missing Cases	0		
Missing Cases	3														

N = 269
"Missing Cases" denotes unclear or unavailable data.

condition or influence placed as highly for nearly as many problems. The closest was also an out-of-school factor: undesirable effects of television, movies, and other media.

TABLE III-22.
Number of Small City High Respondents Choosing
Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of SCH Respondents*
1	Inattention to lesson	216	80.3
2	Talking out of turn	211	78.4
3	Overactive behvaior in classroom	190	70.6
4	Ongoing apathetic behavior	156	58.0
5	Abusing property	105	39.0
6	Tardiness	104	38.7
7	Cheating	102	37.9
8	Abusing other students	78	29.0
9	Fighting	29	11.1
10	Abusing teachers	11	4.1

N=269

In fact, only one of the conditions or influences which received moderate emphasis for at least three problems was not in the out-of-school category. Overcrowded classroom was a fairly frequent item associated primarily with talking out of turn, overactive behavior in the classroom, inattention to lesson, and cheating. By and large, however, such out-of-school factors as physiological and psychological problems, parental non-involvement in school activities, and negative effects of racial, ethnic, and other stereotypes were the conditions or influences receiving moderate emphasis in this sample group.

The conditions or influences cited by Small City High respondents reflected a high degree of consistency overall. No school or curricular/instructional factors were mentioned with even moderately high frequencies in relation to any of the ten behavioral situations. Several classroom factors in addition to overcrowding did receive some attention, but each was primarily associated with a single problem and did not show much overall strength.

Recommended Actions

The actions recommended to deal with important discipline problems showed a high level of consistency among Small City High respondents. Approximately one-third of all the actions mentioned by these respondents for the ten discipline problems are accounted for

TABLE III-23.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Small City High Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	116	36	91	223	466
2	Talking out of turn	190	47	24	195	456
3	Overactive behavior in classroom	129	27	41	198	395
4	Ongoing apathetic behavior	49	34	58	214	355
5	Abusing property	23	22	9	138	192
6	Tardiness	19	27	7	108	161
7	Cheating	33	16	27	134	210
8	Abusing other students	32	17	10	109	168
9	Fighting	14	7	4	39	64
10	Abusing teachers	1	6	4	14	25
	TOTAL	606	239	275	1372	2492
	PERCENT	24.3	9.6	11.0	55.1	100

by just two items: confer with students to make plans for improved behavior and confer with parents. Conferences with students were suggested in nearly 20 percent of the responses given. Table III-24 presents the top eight actions with their frequencies among responses provided by the Small City High group.

TABLE III-24.
The Eight Most Frequently Recommended Actions in the Small City High Group

Rank	*Action*	*Frequency*
1	Confer with student(s) to make plans for improved behavior	482
2	Conference with parents	372
3	Admonish student(s) privately	318
4	Restrict individual privileges	213
5	Enlist class support and ideas in solving problems	183
6	Change location of student(s)	169
7	Institute a system of planned rewards for desired student behavior	154
8	Conference with counselor or psychologist	128

N = 2568

As the figures in Table III-24 suggest, actions below the fourth ranked item (restrict individual privileges) did not show up strongly in relation to any particular behavioral situation. At best, these less frequent responses placed third or fourth in relation to a few problems. In the case of ongoing apathetic behavior, conferences with counselors or psychologists placed third, although it was not among the top five actions for any other problem. Although it ranked cumulatively higher, change of location of students received most of its support in relation to a selected number of problems: inattention to lesson, talking out of turn, cheating, and overactive behavior in the classroom. These findings support the strong consistency in the response pattern for the Small City High group.

Large City Low

The total number of respondents in this group was 474. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-25.

Behavioral Situations

In the Large City Low subgroup, talking out of turn was the most frequently cited concern, closely followed by inattention to lesson and overactive behavior. Each of these problems was reported as an important disciplinary concern by at least 70 percent of these respondents. The fourth and fifth ranked problems, ongoing apathetic behavior and abusing other students, each accounted for approximately 44 percent of the responses in this subgroup. As indicated in Table III-26, none of the remaining problems represented more than 40 percent of the responses. Abusing teachers was mentioned by the fewest respondents, accounting for nearly 12 percent of the Large City Low responses.

Conditions or Influences

The sets of conditions or influences associated with the ten behavioral situations are presented in Table III-27. In every case out-of-school factors were most frequently named as contributing to these disciplinary concerns. Out-of-school conditions accounted for 53 percent of the responses. Classroom conditions, although second in frequency, accounted for less than half that percentage, being cited in just 23 percent of the responses. School and curricular/instructional conditions ranked third and fourth, accounting for 14 and 10 percent respectively.

Improper training at home was the most frequently cited of the out-of-school conditions, ranking first for nine of the ten problems and second for the remaining problem. Parental non-involvement in

TABLE III-25.
Composition of the Large City Low Subgroup by Key Demographic Variables

Sex Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	68	No degree	12	20-25	66	1-3	93	Open space	19	K-3	85	Under 300	6	Teacher	408
White Female	190	B.S./B.A.	152	26-35	159	4-6	71	Departmental	219	4-6	109	300-600	273	Principal	18
Black Male	44	B.S./B.A.+	107	36-45	107	7-10	83	Self-contained	149	7-9	149	600-900	99	Guidance	10
Black Female	155	Master's	93	46 or over	135	11-15	59	Mixed	76	10-12	90	900-1500	92	Other	35
Other Male	0	Master's +	107	Missing Cases	7	over 15	155	Missing Cases	11	Special Education	34	1500+	1	Missing Cases	3
Other Female	0	Missing Cases	3			Missing Cases	13			Missing Cases	11	Missing Cases	7		
Missing Cases	7														

N = 474
"Missing Cases" denotes unclear or unavailable data.

school experiences received moderate to high support in relation to seven of the ten problems. Physiological or psychological problems and negative effects of socioeconomic, racial, ethnic, or other stereotypes each received moderately strong support as conditions

TABLE III-26.
Number of Large City Low Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of LCL Respondents*
1	Talking out of turn	364	76.8
2	Inattention to lesson	360	76.0
3	Overactive behavior in classroom	338	71.3
4	Ongoing apathetic behavior	210	44.3
5	Abusing other students	206	43.5
6	Fighting	181	38.2
7	Tardiness	170	35.9
8	Abusing property	143	30.2
9	Cheating	97	20.5
10	Abusing teachers	56	11.8

N = 474

TABLE III-27.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Large City Low Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	192	71	191	328	782
2	Talking out of turn	295	101	35	321	752
3	Overactive behavior in classroom	215	92	72	343	722
4	Ongoing apathetic behavior	64	65	74	283	486
5	Abusing other students	96	55	16	276	443
6	Fighting	59	54	10	270	393
7	Tardiness	51	95	14	193	353
8	Abusing property	33	40	11	187	271
9	Cheating	21	31	30	123	205
10	Abusing teachers	18	23	5	83	129
	TOTAL	1044	627	458	2407	4536
	PERCENT	23.0	13.8	10.1	53.1	100

or influences associated with six problems. Undesirable effects of television, movies, and other media; inadequate diet, rest, etc.; and pressures from out-of-school peer group each had relatively high frequencies for at least three of the ten problems.

Several classroom factors were identified with fairly high frequencies by Large City Low respondents. In four out of five such cases, however, these factors showed strength in relation to just one behavioral situation. Overcrowded classroom was the exception, occurring among the four top ranked conditions or influences for these situations: talking out of turn, overactive behavior, and inattention to lesson.

Only one school factor, inconsistent school policies and rules, received any notable support in this subgroup. This item was third in frequency for tardiness. No curricular/instructional factors placed among the frequently mentioned conditions or influences for any of the ten behavioral situations.

Recommended Actions

As portrayed in Table III-28, conferences with students or their parents represented the two most popular actions in the Large City Low subgroup. These two items ranked first or second for all ten behavioral situations. Together they accounted for approximately one-third of all responses concerning recommended actions.

Admonish student(s) privately and restrict individual privileges were each among the five most frequent items for at least six behavioral situations. Enlist class support and ideas in solving problems ranked fifth overall, receiving moderately strong support for five of the ten situations.

TABLE III-28.
The Eight Most Frequently Recommended Actions
in the Large City Low Group

Rank	*Action*	*Frequency*
1	Confer with parents	760
2	Confer with student(s) to make plans for improved behavior	720
3	Admonish student(s) privately	413
4	Restrict individual privileges	317
5	Enlist class support and ideas in solving problems	310
6	Institute a system of planned rewards for desired student behavior	284
7	Confer with counselor or psychologist	225
8	Change location of student(s)	199

N = 4389

Instituting a system of planned rewards for desired behavior was a fairly frequent choice in relation to three problems: ongoing apathetic behavior, inattention to lesson, and overactive behavior. No other actions showed up among the five most frequent responses for more than two problems. Corporal punishment, sending student to principal's office, and suspension or expulsion were associated with fighting and abusing teachers. Changing location of students was a frequent response for talking, with detention cited fairly often for tardiness.

Large City Medium

The total number of respondents in this group was 378. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school and position in school is displayed in Table III-29.

Behavioral Situations

Results concerning behavioral situations in the Large City Medium subgroup are presented in Table III-30. Inattention to lesson and talking out of turn were the most frequent responses in this group, each being mentioned by more than 70 percent of respondents. Overactive behavior and ongoing apathetic behavior represented the third and fourth most frequent choices. Both of these situations were cited by over half of the Large City Medium respondents among their top six disciplinary concerns. Abuse of property and of students were each reported by approximately 31 percent of these respondents. Cheating and fighting, the eighth and ninth ranked problems, were mentioned by just over one-fifth of the respondents. Abusing teachers was among the top six problems reported by nearly 12 percent of Large City Medium respondents.

Conditions or Influences

The sets of conditions or influences associated with each of the ten behavioral situations being examined are presented in Table III-31. In every case, out-of-school factors were the most frequent choices of Large City Medium respondents. This type of condition or influence accounted for over half of the responses, with more than twice as high a percentage as any other category. School conditions or influences, second in frequency, represented slightly more than 20 percent of the responses. School and curricular/instructional factors were respectively third and fourth in frequency.

Among specific conditions or influences cited, improper training at home was by far the most popular choice in this subgroup. This factor ranked first or second for all ten behavioral situations. No

TABLE III-29.
Composition of the Large City Medium Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	82	No degree	17	20-25	29	1-3	48	Open space	14	K-3	58	Under 300	21	Teacher	328
White Female	184	B.S./B.A.	105	26-35	136	4-6	63	Departmental	164	4-6	60	300-600	99	Principal	11
Black Male	26	B.S./B.A.+	71	36-45	95	7-10	71	Self-contained	139	7-9	87	600-900	111	Guidance	11
Black Female	73	Master's	84	46 or over	109	11-15	74	Mixed	48	10-12	144	900-1500	142	Other	26
Other Male	2	Master's +	96	Missing Cases	9	over 15	117	Missing Cases	13	Special Education	21	1500+	0	Missing Cases	2
Other Female	1	Missing Cases	5			Missing Cases	5			Missing Cases	8	Missing Cases	5		
Missing Cases	10														

N = 378
"Missing Cases" denotes unclear or unavailable data.

TABLE III-30.
Number of Large City Medium Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of LCM Respondents*
1	Inattention to lesson	290	76.7
2	Talking out of turn	276	73.0
3	Overactive behavior	248	65.6
4	Ongoing apathetic behavior	215	56.9
5	Tardiness	180	47.6
6	Abusing property	120	31.8
7	Abusing other students	117	31.0
8	Cheating	91	24.1
9	Fighting	85	22.5
10	Abusing teachers	44	11.6

N = 378

other factor placed among the top five responses for more than half of the ten problems, further indicating the predominance of that single item.

Four other out-of-school factors received moderate to high levels of support in this subgroup. These were: parental non-involvement in school experiences; undesirable effects of television, movies and other media; physiological or psychological problems; and negative effects of socioeconomic, racial, ethnic, or other stereotypes. Each of these items placed among the top five responses for at least four problems.

Four classroom factors received fairly high response frequencies for at least one problem: overcrowded classroom, poor interpersonal relationships, lack of opportunity for students to express feelings, and failure to establish limits. The first of these factors was associated with several behavioral situations, while the others only occurred with moderate strength in relation to talking, abusing other students, or tardiness.

One curricular/instructional factor, inappropriate placement of students with special needs, was an important condition or influence associated with four problems. These were: inattention, apathy, overactive behavior, and cheating. Inappropriately high or low expectations was a frequent response for cheating.

There were only two school conditions or influences which received moderately strong support. Each of these factors (inconsistent school policies and rules, and inadequate communication of behavior expectations) was associated with talking out of turn or tardiness.

TABLE III-31.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Large City Medium Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	162	62	171	309	704
2	Talking out of turn	217	95	59	270	641
3	Overactive behavior in classroom	160	80	77	268	585
4	Ongoing apathetic behavior	60	75	80	327	542
5	Tardiness	47	143	23	189	402
6	Abusing other students	61	25	12	178	276
7	Abusing property	26	49	16	166	257
8	Cheating	17	29	43	107	196
9	Fighting	32	41	6	115	194
10	Abusing teachers	20	24	5	65	114
	TOTAL	802	623	492	1994	3911
	PERCENT	20.5	15.9	12.6	51.0	100

Recommended Actions

The eight most frequently recommended actions in the Large City Medium subgroup are shown in Table III-32. Conferences with parents or students were the two most popular choices by a substantial margin. These two factors accounted for approximately one-third of the responses in this group. One of these two factors was first in rank

TABLE III-32.
The Eight Most Frequently Recommended Actions in the Large City Medium Group

Rank	*Action*	*Frequency*
1	Confer with parents	659
2	Confer with student(s) to make plans for improved behavior	616
3	Admonish student(s) privately	383
4	Enlist class support and ideas in solving problems	250
5	Institute a system of planned rewards for desired student behavior	250
6	Restrict individual privileges	226
7	Confer with counselor or psychologist	226
8	Change location of student(s)	149

N = 3781

for each of the ten problems. They were in every case among the five most frequently mentioned items.

Admonish students privately received moderate to strong support for seven of the ten problems. Restrict individual privileges, enlist class support and ideas in solving problem, and confer with counselor or psychologist were each important for four or five problems. Instituting a system of planned rewards was recommended quite often for overactive behavior, inattention, and ongoing apathetic behavior.

Several other actions occurred among the top five responses in relation to just one or two problems. Involvement of administrators, corporal punishment, and suspension or expulsion were associated with abusing teachers or abusing property. Changing location of student(s) was recommended fairly often for talking or abusing other students. Detention was a common response for the problem of tardiness.

Large City High

The total number of respondents in this group was 406. The distribution of this sample group by the demographic features of sex, race, educational level, age, years of teaching experience, organization of the school, grade level, size of school, and position in school is displayed in Table III-33.

Behavioral Situations

As portrayed in Table III-34, inattention to lesson and talking out of turn were the two most frequent behavioral situations in this subgroup. More than 75 percent of the Large City High respondents placed each of these two items among their top six discipline problems. Overactive behavior, the third ranked situation, was reported by over 70 percent of respondents.

There was a considerable drop in response strength for the remaining situations. Only ongoing apathetic behavior was mentioned by over half of the respondents. Fighting and abusing teachers, however, were the only two items cited by fewer than 20 percent of the Large City High respondents. Approximately 19 percent and 13 percent respectively mentioned these two behavioral situations as important discipline problems.

Conditions or Influences

In Table III-35, results concerning conditions or influences are displayed in relation to the ten behavioral situations being examined. Out-of-school conditions represented the most frequent category in all but one case. For talking out of turn, classroom conditions had a slightly higher frequency. However, the out-of-school category was clearly predominant in the Large City High subgroup.

TABLE III-33.
Composition of the Large City High Subgroup by Key Demographic Variables

Sex/Race		*Educational Level*		*Age*		*Years of Experience*		*Description of School*		*Grade Level*		*Size of School*		*Position in School*	
White Male	75	No degree	9	20-25	37	1-3	57	Open space	3	K-3	96	Under 300	8	Teacher	368
White Female	235	B.S./B.A.	123	26-35	145	4-6	59	Departmental	174	4-6	68	300-600	71	Principal	13
Black Male	15	B.S./B.A.+	108	36-45	112	7-10	86	Self-contained	138	7-9	119	600-900	149	Guidance	6
Black Female	69	Master's	83	46 or over	106	11-15	71	Mixed	80	10-12	95	900-1500	172	Other	14
Other Male	0	Master's +	79	Missing Cases	6	over 15	130	Missing Cases	11	Special Education	22	1500+	3	Missing Cases	5
Other Female	1	Missing Cases	4			Missing Cases	3			Missing Cases	6	Missing Cases	3		
Missing Cases	11														

N = 406
"Missing Cases" denotes unclear or unavailable data.

It accounted for over 50 percent of all responses. This was more than twice as high as the second ranked category, classroom conditions, which represented nearly 24 percent of the responses. The other two categories, classroom and curricular/instructional factors, each accounted for fewer than 12 percent of the responses overall.

TABLE III-34.
Number of Large City High Respondents Chooding Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of All LCH Respondents*
1	Inattention to lesson	328	80.8
2	Talking out of turn	312	76.9
3	Overactive behavior in classroom	289	71.2
4	Ongoing apathetic behavior	223	54.9
5	Abusing property	165	40.6
6	Tardiness	144	35.5
7	Abusing other students	143	35.2
8	Cheating	124	30.5
9	Fighting	78	19.2
10	Abusing teachers	51	12.6

N = 406

TABLE III-35.
Frequencies with Which the Four Types of Conditions or Influences Were Selected in the Large City High Group

Rank	*Situation*	*Classroom*	*School*	*Curriculum/ Instruction*	*Out-of-School*	*Total*
1	Inattention to lesson	185	43	152	350	730
2	Talking out of turn	286	65	42	280	673
3	Overactive behavior in classroom	193	53	79	294	619
4	Ongoing apathetic behavior	57	50	83	343	533
5	Abusing property	45	41	20	238	344
6	Abusing other students	69	37	20	196	322
7	Tardiness	35	81	17	166	299
8	Cheating	28	25	40	169	262
9	Fighting	48	20	11	100	179
10	Abusing teachers	18	24	2	65	109
	TOTAL	964	439	466	2201	4070
	PERCENT	23.7	10.8	11.5	54.1	

Among the out-of-school conditions, improper training at home was a consistently popular choice. For nine of the ten problems it ranked either first or second in frequency, placing third for inattention to lesson. Two other out-of-school factors were frequent responses for seven of the ten problems. These were: undesirable effects of television, movies, and other media; and physiological or psychological problems. Moderately strong support was given for four problems each to parental non-involvement in school experiences and to negative effects of socioeconomic, racial, ethnic, or other stereotypes.

Of the classroom conditions included in the instrument, only one was a frequent choice for several problems. Overcrowded classroom ranked among the top five responses for half of the ten behavioral situations. Lack of opportunity to express feelings, poor interpersonal relationships, long periods of enforced inactivity, and failure to establish limits were cited fairly often in relation to talking, abusing other students, overactive behavior, and tardiness respectively.

Two school factors received moderate to high levels of support for one or two problems. These were: inconsistent school policies and rules (for tardiness and abusing teachers) and lack of opportunity for student participation in setting standards and monitoring behavior (for cheating).

Only one curricular/instructional condition was cited often enough to place among the top five conditions for any problem. Inappropriate placement of students with special needs ranked fifth for cheating and also for inattention.

Recommended Actions

As shown in Table III-36, conferring with parents or with students represented the two most frequently recommended actions in the Large City High subgroup. These two items accounted for nearly one-third of all responses in this group. Conference with parents was the first or second ranked response for nine of the ten problems, placing third for talking out of turn. Conferring with students was a highly ranked choice for nine of the ten problems, with abusing teachers as the exception.

The third, fourth, and fifth ranked actions were each quite well supported in relation to at least six of the ten problems. These actions were: admonish student(s) privately; enlist class support and ideas; and restrict individual privileges.

Instituting a system of planned rewards received moderate to high support in relation to three problems: inattention, overactive behavior, and apathy. Corporal punishment, suspension or expulsion, and conference with administration each received moderate levels of support for abusing teachers or fighting. Changing locations of students was primarily associated with talking and with cheating. Assigning detention was a common choice for tardiness. Conferring with counselors or psychologists was a frequent choice only in relation to ongoing apathetic behavior. No other actions ranked relatively highly for any of the ten behavioral situations.

TABLE III-36.
The Eight Most Frequently Recommended Actions in the Large City High Group

Rank	*Action*	*Frequency*
1	Confer with parents	719
2	Confer with student(s) to make plans for improved behavior	685
3	Admonish student(s) privately	465
4	Enlist class support and ideas in solving problems	302
5	Restrict individual privileges	278
6	Institute a system of planned rewards for desired student behavior	266
7	Confer with counselor or psychologist	199
8	Change location of student(s)	189

N = 4132

IV. OTHER DEMOGRAPHIC ANALYSES

In this chapter, results of detailed analyses of the survey data with respect to several important demographic characteristics are presented. Several sections of the chapter deal with respondent characteristics, while others pertain to school characteristics. Respondent characteristics include: grade levels taught or supervised, years of teaching experience, educational level, sex, race, and current position. School features include size of student body and organizational pattern (open space, departmental, self-contained, or mixed). These variables had each been included in the instrument, with respondents asked to check appropriate entries concerning each category. The composition of the sample with respect to these key demographic features is portrayed in Table I-1 of this report. Descriptive material accompanies that table. In general, the sample breakdown represents a fairly accurate composite of the demographic characteristics of Tennessee schools and educators. As noted previously, the careful sampling design and high response rate are believed to have contributed to the balanced nature of the overall sample.

For each of the eight demographic characteristics analyzed in this chapter, results are presented in subsections corresponding to the categories established in the survey instrument. After the first area (grade level analysis), in which behavioral situations are treated within the separate subsections, a comparative approach to the discussion of behavioral situations has been adopted. The consistency of results across categories made this a more appropriate means of presenting these findings. Results concerning conditions and actions are uniformly discussed within the subsections corresponding to each demographic characteristic.

Grade Levels Taught or Supervised

Survey respondents were asked to identify the grade level(s) for which they had major responsibility. For purposes of analysis, five grade level categories were established: K-3, 4-6, 7-9, 10-12, and Special Education. This classification scheme proved to be quite efficient in clustering respondents, with few cases of overlapping responsibility requiring additional analysis. In this section, results of the detailed examination of behavioral situations, conditions or influences, and recommended actions are presented for each grade level category.

Grades K-3

Three problems which were mentioned by at least 80 percent of the respondents in the K-3 category were: talking out of turn, overactive behavior, and inattention. These concerns were cited by nearly twice as many respondents as the next most common problems. Table IV-1 presents the results for behavioral situations among K-3 educational personnel. One result which merits particular attention is the relatively low rank attained by the problem of ongoing apathetic behavior. On the other hand, problems indicating interpersonal difficulties (e.g., abusing other students and fighting) were relatively prevalent in this grade level category.

For all problems except talking out of turn (generally associated with overcrowding and other classroom conditions), the large majority of conditions or influences cited were out-of-school factors. Improper training at home was among the top four conditions or influences associated with each of the ten problems being analyzed. Undesirable effects of television, movies, and other media were also commonly reported. Inadequate diet, rest, etc., was mentioned quite often in relation to problems of inattention, overactivity, apathy, and tardiness. Only one school factor (failure to establish cooperative relationships with parents) and one curricular/instructional factor (inappropriate placement of students with special needs) occurred among the top five conditions or influences for the problems examined. Each did so with respect to just one problem.

TABLE IV-1.
Number of K-3 Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of K-3 Respondents*
1	Talking out of turn	810	91.0
2	Overactive behavior in classroom	786	88.3
3	Inattention to lesson	777	87.3
4	Abusing other students	402	45.2
5	Fighting	365	41.0
6	Abusing property	344	38.6
7	Cheating	314	35.2
8	Outgoing apathetic behavior	258	28.9
9	Tardiness	174	19.6
10	Abusing teachers	44	4.9

N = 890

There was also considerable consistency among the responses of K-3 participants concerning recommended actions. Conferences with students or their parents were the predominant choices for nearly all problems. Admonishing the misbehaving students privately and restricting individual privileges were also popular actions for a variety of problems. In several cases, the support and ideas of class members were viewed as useful in solving discipline problems. Inattention, overactivity, apathy, and talking were often felt to be situations suitable for instituting a system of planned rewards for desired student behavior. Changing the location of students; referring problems to a social service or other agency; conferring with administrators or with counselors and psychologists; and sending students to principal's office were actions supported with moderate strength for one or more problems.

Grades 4-6

Among representatives of grades 4-6, the problem mentioned by most respondents was talking out of turn. Inattention and overactive behavior were also widely reported. In this group, as Table IV-2 portrays, apathy was mentioned considerably more often than in the K-3 group. With the exception of that problem, however, the remaining behavioral situations retained the same relative positions they held among the K-3 responses.

The conditions or influences mentioned by 4-6 representatives were also very similar in distribution to those of the K-3 respondents. Out-of-school factors were cited most frequently for all problems except talking out of turn, for which they placed second. These out-of-school conditions or influences generally exceeded by a

TABLE IV-2.
Number of 4-6 Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of 4-6 Respondents*
1	Talking out of turn	675	88.5
2	Inattention to lesson	650	85.2
3	Overactive behavior in classroom	622	81.5
4	Ongoing apathetic behavior	364	47.7
5	Abusing other students	345	45.2
6	Fighting	273	35.8
7	Abusing property	250	32.7
8	Cheating	275	36.0
9	Tardiness	135	17.7
10	Abusing teachers	42	5.5

N = 763

large margin any other types of factors mentioned in relation to persistent discipline problems. Improper training at home was an especially popular response. Effects of television, movies, and other media; physiological or psychological problems; and effects of various stereotypes were also mentioned quite often by 4-6 representatives. Among the classroom factors which received moderate support in relation to one or more problems, overcrowded classroom and poor interpersonal relations were most often selected. As in the K-3 group, the only curricular/instructional factor to receive moderate support was inappropriate placement of students with special needs (particularly in relation to inattention).

The pattern of recommended actions in the 4-6 group closely resembled that of the K-3 respondents. Conferences with students or their parents and private admonishment of students were three actions cited frequently in relation to all ten problems being examined. Restricting individual privileges was also quite commonly recommended. Corporal punishment received moderate support, especially for fighting and abusing teachers, whereas it had not been prevalent among K-3 responses to any one of the ten persistent discipline problems analyzed in this report.

Grades 7-9

Inattention to lessons tended to increase as a disciplinary concern at the higher grade levels, placing first among the 7-9 group. Talking, overactive behavior, and apathy were also among the four most persistent problems cited by these respondents. Abusing property was somewhat higher than in the 4-6 group, while fighting was only reported among their top six behavior problems by 20 percent of respondents. Abusing teachers, still the lowest ranked of the ten problems being examined, was mentioned by approximately 15 percent of respondents as one of their top six problems. Table IV-3 presents the findings for behavioral situations in the 7-9 group.

Out-of-school conditions or influences were predominant in this grade level category as in the two preceding groups for all problems but talking out of turn. Improper training at home was identified as an important factor relative to all ten behavior situations. Undesirable effects of television, movies and other media were also a frequent concern. Parental non-involvement in school experiences was a greater concern among these respondents than in either of the groups previously discussed. Of the nine curricular/instructional influences from which respondents could choose, only inappropriate placement of students with special needs received at least moderate support. As in the other two groups, inattention and apathy were the problems linked with this factor most often by 7-9 respondents.

In another consistent finding, conferences with students or their parents we[illegible]opular actions in relation to all ten problems. Private

TABLE IV-3.
Number of 7-9 Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	Situation	Number of Respondents	Percent of 7-9 Respondents
1	Inattention to lesson	706	82.5
2	Talking out of turn	637	74.4
3	Overactive behavior in classroom	570	66.5
4	Ongoing apathetic behavior	504	58.9
5	Abusing property	399	46.6
6	Abusing other students	349	40.8
7	Cheating	267	31.2
8	Tardiness	215	25.1
9	Fighting	172	20.1
10	Abusing teachers	129	15.1

N = 856

admonishment and restriction of privileges were other commonly recommended actions. Corporal punishment was among the most frequent responses for four problems, and showed greater support than in either of the two previous groups as a recommended action for solving disciplinary problems.

Grades 10-12

At the highest grade levels studied in this survey, inattention to lessons was cited by the greatest number of respondents as one of their top six discipline problems. Apathy moved up to share second place with talking out of turn. Tardiness was considerably more prevalent in the 10-12 group than in any other grade level category. Overactive behavior, on the other hand, was considerably less frequent among the responses of 10-12 representatives. As shown in Table IV-4, abuse of property retained a moderately high rank. However, abuse of other students declined considerably and fighting was cited by only approximately 5 percent of the 10-12 respondents. Abusing teachers was reported by 11 percent of these participants, versus 15 percent in the 7-9 category.

Out-of-school factors were most frequently cited by grades 10-12 representatives in relation to each of the ten problems under consideration. Improper training at home was a popular response in association with all ten problems. Responses were fairly well distributed among the other out-of-school factors, with the exception of excessive parental pressure for achievement (only a frequent choice in relation to cheating) and out-of-school peer group influences.

TABLE IV-4.
Number of 10-12 Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of 10-12 Respondents*
1	Inattention to lesson	689	75.9
2.5	Talking out of turn	578	63.6
2.5	Ongoing apathetic behavior	578	63.6
4	Tardiness	521	57.4
5	Abusing property	454	50.0
6	Overactive behavior in classroom	431	47.5
7	Cheating	383	42.2
8	Abusing other students	119	13.1
9	Abusing teachers	96	10.6
10	Fighting	48	5.4

N = 908

Among the classroom conditions which received moderate support were overcrowded classroom and failure to establish limits. School conditions or influences were felt to have moderate importance in relation to such problems as tardiness, fighting, and abusing teachers. No curricular/instructional factors occurred among the top five conditions or influences identified by 10-12 respondents for any of the ten problems being examined in this report.

The actions recommended by 10-12 representatives were strikingly similar to those cited by the previous groups. Conferences with students or their parents were among the most frequent choices for all ten problems. Admonishing students privately was also a popular action, while restricting individual privileges declined somewhat in popularity. Conferences with counselors or psychologists received moderate support for several problems. Corporal punishment declined somewhat with respect to its support at the 7-9 level.

Special Education

As shown in Table IV-5, inattention and overactivity were the two problems cited by nearly 75 percent of respondents in the special education category. The ranking of behavioral situations closely resembled that of the total group, although cheating was somewhat less prevalent among special education responses.

The conditions or influences cited by special education representatives emphasized out-of-school factors, particularly improper training at home and physiological or psychological problems. Parental non-involvement and negative effects of stereotypes were also

TABLE IV-5.
Number of Special Education Respondents Choosing Each Situation as One of Their Top Six Concerns

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	207	76.7
2	Overactive behavior in classroom	200	74.1
3	Talking out of turn	179	66.3
4	Ongoing apathetic behavior	156	57.8
5	Abusing other students	118	43.7
6	Abusing property	103	38.1
7	Tardiness	76	28.1
8	Fighting	74	27.4
9	Cheating	67	24.8
10	Abusing teachers	28	10.4

N = 270

widely mentioned. The role of television and other media was emphasized less by this group than others.

Several classroom conditions each received modest support, as did two school factors (poor morale and inconsistent school policies and rules) and two curricular/instructional factors (lack of attention to individual needs and interests and inappropriately high or low expectations).

Actions recommended by special education respondents were quite consistent with results for the other categories. Conferences with students or parents and restricting privileges were the most popular choices. Systems of planned rewards were among the most frequent choices for five problems, as were two other actions (admonish student(s) privately and enlist class support). Corporal punishment and conferences with counselors or psychologists each received moderate levels of support in this group.

Years of Teaching Experience

An analysis of survey responses was conducted on the basis of experience in teaching to identify important relationships that might exist. Five categories were utilized for this demographic variable: 1-3, 4-6, 7-10, 11-15, or over 15 years of experience. Respondents were quite closely distributed among the first three categories, with fewer persons reporting 11-15 years of experience and considerably more individuals reporting over 15 years of experience.

Tables IV-6 through IV-10 present the results concerning behavioral situations felt to be important by members of each subgroup.

There was a striking degree of consistency evident in the responses of all subgroup members. For each rank, at least three and generally four or all five of the subgroups were identical with respect to the problem holding that rank in the response distribution. Tardiness was slightly higher in rank among teachers with seven or more years of experience, while fighting was slightly lower. Abusing other students was lowest among teachers with over 15 years of experience, but not by a substantial margin. Abusing teachers was ranked tenth in all groups, with considerably lower frequencies than any other problems.

Conditions or influences and recommended actions identified by members of each subgroup also showed considerable consistency. In the sections that follow, the key characteristics of each subgroup's response pattern are summarized.

1-3 Years Experience

In this group, as in all the others, out-of-school factors were the most frequent selections for all problems except talking out of turn, where classroom factors were also felt to be important. For three problems (fighting, apathy, and abusing property), the five most frequent conditions or influences were all out-of-school factors. These factors, particularly improper training at home, showed up strongly

TABLE IV-6.
Results for Behavior Situations According to Respondents' Years of Experience*

1-3 YEARS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	573	82.3
2	Inattention to lesson	565	81.2
3	Overactive behavior in classroom	547	78.6
4	Ongoing apathetic behavior	339	48.7
5	Abusing students	313	45.0
6	Abusing property	294	42.2
7	Cheating	232	33.3
8	Fighting	220	31.6
9	Tardiness	203	29.2
10	Abusing teachers	61	8.8

N = 696

*Number of persons who reported each situation among their top six discipline problems

for all problems except inattention, attributed by this group to overcrowding and to inadequate diet, rest, etc. Lack of variety in classroom activities and inappropriate placement of students with special needs were also associated with inattention by this group. Inconsistent school policies and rules and inadequate communication of behavior expectations received moderate support in relation to selected problems. Overcrowded classrooms were also cited often in relation to discipline problems.

For nearly all ten problems examined in detail, conferring with students or their parents, restricting privileges of misbehaving students, and admonishing students privately were among the most frequently recommended actions. In selected cases, changing locations of offenders or instituting a system of planned rewards for improved behavior were frequent suggestions. Corporal punishment received moderately strong support in relation to four of the more intense problems (e.g., those involving abuse). No other actions were suggested frequently in relation to the important discipline problems being analyzed.

4-6 Years Experience

Out-of-school factors were dominant in this subgroup, accounting for at least four of the top five choices recorded for six problems. Overcrowded classrooms were relatively frequent in relation to four

TABLE IV-7.
Results for Behavior Situations According
to Respondents' Years of Experience*

4-6 YEARS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	603	82.6
2	Talking out of turn	579	79.3
3	Overactive behavior in classroom	530	72.6
4	Ongoing apathetic behavior	398	54.5
5	Abusing property	314	43.0
6	Abusing other students	283	38.8
7	Cheating	274	37.5
8	Fighting	198	27.1
9	Tardiness	192	26.3
10	Abusing teachers	81	11.1

N = 730

*Number of persons who reported each situation among thier top six discipline problems

problems. Inconsistent school policies and rules received about the same level of support as in the 1-3 years subgroup.

The strength of conferences with students or their parents as a recommended action was also maintained in this subgroup. Enlisting class support and ideas received somewhat more emphasis in the 4-6 years category. Changing locations of students did not show up as strongly in this group. However corporal punishment and systems of planned rewards continued to receive moderate support for selected problems.

7-10 Years Experience

The conditions or influences cited by respondents in this subgroup were quite similar in distribution to those in the previous two subgroups. Out-of-school factors accounted for at least four of the top five factors associated with five behavioral situations. Improper training at home was first or second in frequency for nine of the ten situations, with effects of various media also a popular choice for most situations. For the first time, inappropriately high or low expectations and poor motivational approaches (two of the curricular/instructional factors) were moderately frequent with respect to one of the ten problems. School conditions were not cited frequently by this group. In only one case did inconsistent school policies and rules receive moderately strong support.

TABLE IV-8.
Results for Behavior Situations According to Respondents' Years of Experience*

7-10 YEARS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	613	82.7
2	Talking out of turn	578	78.0
3	Overactive behavior in classroom	531	71.6
4	Ongoing apathetic behavior	393	53.0
5	Abusing property	311	42.0
6	Abusing other students	282	38.0
7	Cheating	247	33.3
8	Tardiness	227	30.6
9	Fighting	195	26.3
10	Abusing teachers	75	10.1

N = 741

*Number of persons who reported each situation among their top six discipline problems

The pattern of recommended actions in this group is very much like that of the 4-6 years subgroup. Enlisting class support and ideas was cited frequently in relation to a few additional problems. Most of the other actions were relatively unchanged in their levels of overall support for the ten problems being analyzed in depth.

11-15 Years Experience

Among respondents with 11-15 years of teaching experience, out-of-school factors (particularly improper training at home and negative effects of various media) were also predominant choices. Poor morale and failure to establish cooperative relationships with parents aopear with modest levels of support for the problem of abusing teachers. This problem was not a frequent one, however. Poor interpersonal relationships were associated with problems of fighting and abuse of other students.

The actions recommended by this subgroup were very much the same as those identified by the preceding groups. No particular patterns emerge to distinguish respondents with 11-15 years of teaching experiences.

TABLE IV-9.
Results for Behavior Situations According to Respondents' Years of Experience*

11-15 YEARS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	430	83.0
2	Talking out of turn	379	73.2
3	Overactive behavior in classroom	346	66.8
4	Ongoing apathetic behavior	277	53.5
5	Abusing property	212	40.9
6	Tardiness	179	34.6
7	Abusing other students	173	33.4
8	Cheating	166	32.0
9	Fighting	115	22.2
10	Abusing teachers	41	7.9

N = 518

*Number of persons who reported each situation among their top six discipline problems

Over 15 Years Experience

In the last of the five experience-based subgroups, results once again emphasized the out-of-school conditions or influences. These factors represented at least four of the top five choices for eight of the ten problems, making them exceptionally strong preferences. Few other factors showed up frequently for even a few problems. Overcrowded classrooms and poor interpersonal relationships were among this small group of factors not linked to external conditions.

There was but one significant departure from the patterns described previously for recommended actions. Corporal punishment was only among the top five actions for the problem of fighting. In other subgroups it generally showed moderate strength for other violent or abusive acts as well.

TABLE IV-10.
Results for Behavior Situations According to Respondents' Years of Experience*

OVER 15 YEARS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	839	80.6
2	Talking out of turn	796	76.5
3	Overactive behavior in classroom	679	65.2
4	Ongoing apathetic behavior	474	45.5
5	Abusing property	435	41.8
6	Tardiness	359	34.5
7	Cheating	345	33.1
8	Abusing other students	294	28.2
9	Fighting	216	20.7
10	Abusing teachers	80	7.7

N = 1041

*Number of persons who reported each situation among their top six discipline problems

Educational Level

Survey responses were analyzed according to educational levels of the respondents, which were categorized as follows: no degree, bachelor's, bachelor's plus, master's, or master's plus. The no degree category included 122 persons. There were over one thousand respondents in each of the two bachelor's degree subgroups, with several hundred fewer respondents in each of the master's degree subgroups.

As indicated in Tables IV-11 through IV-15, results for behavior situations exhibited strong consistency across categories. The four top problems were the same in all subgroups. Tardiness was lower in the two bachelor's degree groups than in other subgroups. Fighting, cheating, and abusing teachers remained fairly consistent in rank, never rising above seventh (in the case of cheating for two subgroups). Abuse of other students and abuse of property were generally fifth or sixth in frequency, dropping slightly among the master's level respondents. The conditions or influences and recommended actions associated by respondents were also quite stable across categories, conforming in large part to the results already reported for other demographic breakdowns of the total sample.

Conditions or influences and recommended actions identified by respondents in the various educational level categories showed considerable consistency. In the following sections, the results for each category are highlighted.

No Degree

Among the small group of no degree respondents, out-of-school factors represented the most frequent type of conditions or influences for all problems except talking out of turn and overactive behavior. In these two cases, classroom factors (in particular overcrowded classroom) were at least as frequent.

TABLE IV-11.
Results for Behavior Situations According to Respondents' Educational Level*

NO DEGREE

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	102	83.6
2	Inattention to lesson	94	77.0
3	Overactive behavior in classroom	84	68.8
4	Abusing property	36	45.9
5	Tardiness	49	40.2
6	Ongoing apathetic behavior	39	32.0
7	Abusing other students	39	32.0
8	Cheating	37	30.3
9	Fighting	22	18.0
10	Abusing teachers	7	5.7

N = 122

*Number of persons who reported each situation among their top six discipline problems

Improper training at home was the specific condition or influence most frequently mentioned in this subgroup. It ranked first for seven of the ten situations. There was considerably more diversity of responses in this small subgroup. The only other conditions to rank highly for as many as four problems included two out-of-school factors (parental non-involvement in school experiences and physiological or psychological problems) and one classroom factor (overcrowding).

Recommended actions showed a more consistent response pattern, as conferences with parents and with students each ranked highly for at least eight of the ten behavioral situations. Restricting individual privileges and admonishing students privately were also popular choices. This group was the only one in which assign extra work appears relatively often as a recommended action. It was third in rank for tardiness and fifth for overactive behavior.

Bachelor's

In the group of respondents with bachelor's degrees, out-of-school conditions were the predominant choices for all problems except talking, for which classroom factors were more often cited. Improper training at home was the most common factor mentioned. It placed first or second for nine problems and fourth for inattention to lesson.

TABLE IV-12.
Results for Behavioral Situations According to Respondents' Educational Level*

BACHELOR'S

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	1070	84.7
2	Talking out of turn	1057	83.7
3	Overactive behavior in classroom	975	77.2
4	Ongoing apathetic behavior	561	44.4
5	Abusing property	522	41.3
6	Abusing other students	502	39.7
7.	Cheating	458	36.3
8	Fighting	383	30.3
9	Tardiness	326	25.8
10	Abusing teachers	117	9.3

N = 1263

*Number of persons who reported each situation among their top six discipline problems

86

Other out-of-school factors which were frequently selected in relation to several problems include: undesirable effects of television, movies, and other media; and physiological or psychological problems. All items in the out-of-school category were moderately to strongly supported for at least one situation.

Two classroom factors were each popular choices for at least three problems. These were: overcrowded classroom and poor interpersonal relationships. The only curricular/instructional factor to rank among the top five conditions for any problem was inappropriate placement of students with special needs. This factor was a relatively frequent choice for inattention and cheating.

The pattern of actions in this category was similar to other groups. Either conferences with parents or with students placed first for all ten problems. Admonish student(s) privately and restrict individual privileges were other popular choices. Corporal punishment was a frequent response in relation to four problems: abusing teachers, students, or property and fighting. Changing location of students received moderately strong support for talking, cheating, and inattention.

Bachelor's Plus

Conditions or influences fell into the same general pattern in this group as they had for bachelor's degree respondents, with out-of-

TABLE IV-13.
Results for Behavioral Situations According to Respondents' Educational Level*

BACHELOR'S PLUS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	886	83.2
2	Talking out of turn	871	81.8
3	Overactive behavior in classroom	772	72.5
4	Ongoing apathetic behavior	528	49.6
5	Abusing property	441	41.4
6	Abusing other students	403	37.8
7	Cheating	394	37.0
8	Tardiness	291	27.3
9	Fighting	281	26.4
10	Abusing teachers	87	8.2

N=1065

*Number of persons who reported each situation among their top six discipline problems

school factors predominant. The results for individual items reflect an even stronger internal consistency among the responses, however. Improper training at home was first or second in frequency for nine problems and fourth for inattention. While this pattern corresponds exactly to that in the bachelor's degree subgroup, the other out-of-school factors displayed greater strength than in that subgroup. Undesirable effects of television, movies, and other media; parental non-involvement in school experiences; physiological or psychological problems; and negative effects of various stereotypes each received moderate to strong support for at least five of the ten problems.

Further, no curricular/instructional factors were frequent choices for any behavioral situation. The only school factors to place among the top five conditions or influences for any problem were inconsistent school policies and rules (for tardiness) and labeling of individuals as "troublemakers" (for fighting). While several classroom factors were each relatively frequent for a single problem, only overcrowded classroom was supported for as many as four problems.

Three actions were frequently recommended by bachelor's plus respondents for at least nine problems. These were: admonish student(s) privately and confer with students or with parents. Restrict individual privileges, institute a system of planned rewards, and enlist class support and ideas were other popular actions. Corporal punishment ranked among the top five actions for fighting, abusing teachers, and abusing other students. No other actions were popular for more than a single problem, with only three actions showing up strongly for even one behavioral situation.

Master's

Among respondents with master's degrees, out-of-school conditions or influences represented the top ranked category for each problem except talking. One of these out-of-school factors, improper training at home, was either first or second in frequency for all ten problems. Undesirable effects of television, movies, and other media was an important concern relative to five behavior situations, as were physiological or psychological problems. Parental non-involvement in school experiences and negative effects of socioeconomic, racial, ethnic, or other stereotypes were each common choices for four of the discipline problems.

Overcrowded classrooms were associated quite often with talking, inattention, cheating, and overactive behavior. Poor interpersonal relationships received moderate support concerning fighting and abusing students.

Two school factors, poor morale and inconsistent school policies and rules, were given modest support for one or two problems

TABLE IV-14.
Results for Behavioral Situations According to Respondents' Educational Level*

MASTER'S

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	558	79.4
2	Talking out of turn	502	71.4
3	Overactive behavior in classroom	452	64.3
4	Ongoing apathetic behavior	396	56.3
5	Abusing property	323	45.9
6	Tardiness	260	37.0
7	Abusing other students	233	33.1
8	Cheating	222	31.6
9	Fighting	138	19.6
10	Abusing teachers	71	10.1

N = 703

*Number of persons who reported each situation among their top six discipline problems

each. There were no curricular/instructional factors which placed among the top five items for any behavioral situation.

Results concerning recommended actions are similar to those described for the bachelor's plus subgroup. Conferences with students or their parents were predominant choices. Comparable strength was shown in this and previous groups by such actions as instituting planned systems of rewards or enlisting class support and ideas. Corporal punishment, suspension or expulsion, and involvement of the administration were associated with selected problems, primarily relating to fighting or to abuse of students or teachers.

Master's Plus

Results for master's plus respondents revealed strong support for out-of-school factors. Improper training at home ranked first or second for all ten situations. Undesirable effects of television, movies, and other media; negative effects of various stereotypes; parental non-involvement; and physiological or psychological problems each received moderate to strong support for at least five problems.

Overcrowded classrooms were frequently cited in relation to four problems, and several other classroom conditions each received moderate support for a single problem. One curricular/instructional factor (inappropriate placement of students with special needs) and three school factors (failure to establish cooperative relationships with parents; inconsistent school policies and rules; and inadequate communication of behavior expectations) each placed among the five most frequent choices for a single discipline problem.

TABLE IV-15.
Results for Behavioral Situations According to Respondents' Educational Level*

MASTER'S PLUS

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	462	77.4
2	Talking out of turn	392	65.7
3	Overactive behavior in classroom	375	62.8
4	Ongoing apathetic behavior	363	60.8
5	Tardiness	240	40.2
6	Abusing property	235	39.4
7	Abusing other students	182	30.5
8	Cheating	163	27.3
9	Fighting	126	21.1
10	Abusing teachers	63	10.6

N = 597

*Number of persons who reported each situation among their top six discipline problems

The pattern of responses for master's plus respondents closely paralleled those of respondents in the other categories. Conferences with students or their parents were ranked highly for all ten problems. Admonish student(s) privately and restrict individual privileges were each popular actions for at least six problems. Changing locations of students was somewhat less popular than in the master's subgroup, while conferences with counselors or psychologists showed slightly greater strength for problems concerning teacher or student abuse.

Sex and Race

In an analysis of survey results by sex and race of respondents, the following six categories were established: white male or female, black male or female, and "other" male or female. The latter two categories contained fewer than ten respondents each. For each of the other pairs of categories, females were represented more than twice as often as males. Minority group respondents represented 18 percent of the total sample group.

As portrayed in Tables IV-16 through IV-19, considerable similarity existed across categories with respect to behavioral situations reported as important concerns. Inattention and talking were the top two concerns in all groups with substantial representation. Apathy and overactive behavior were third and fourth among both subgroups of white respondents. Although overactivity remained high in rank among the black respondents, apathy fell to sixth among black males and eighth among black females. Tardiness placed ninth among white females, but ranked sixth or higher in all other major categories. Cheating, fighting, and abusing teachers were generally the least frequent problems reported. Abuse of property was relatively stable at fourth or fifth in each group. However, female respondents reported abuse of other students with higher relative frequencies than did any subgroup of male respondents.

Results for conditions or influences and recommended actions are discussed by subgroup in the sections that follow. Due to the small size of the "other" category (twelve persons), detailed analyses of these responses are not provided. Responses generally aligned with those of other groups, although individual choices had a much greater effect on any ranking procedure.

White Male

Out-of-school conditions represented the most frequent category chosen in this subgroup. Improper training at home ranked first or second for all ten behavioral situations. Undesirable effects of television, movies, and other media; parental non-involvement in school experiences; physiological or psychological problems; and negative effects of socioeconomic, racial, ethnic, or other stereotypes each ranked highly for at least five problems.

Among the classroom conditions cited, overcrowded classroom was a common choice for four situations and failure to establish limits was associated with three problems. Two school factors (inadequate communication of behavior expectations and inconsistent school policies and rules) were each relatively frequent responses for just one behavior situation. Taken together, a concern with defining and clarifying boundary conditions seems to be present in this subgroup. No curricular/instructional conditions or influences placed among the top five responses for any behavioral situation.

Conferences with students or with their parents were highly ranked actions for all ten problems being examined. Admonish student(s) privately and restrict individual privileges each received moderate to strong support for seven problems. Corporal punishment was a frequent choice in relation to five behavioral situations, a somewhat higher number than in any other sample subgroup. Enlist class support and ideas was not a popular action, ranking only as high as fifth for one problem (apathy). Planned systems of rewards were moderately popular in relation to three situations: inattention, apathy, and overactive behavior.

TABLE IV-16.
Results for Behavioral Situations According to Respondents' Sex and Race*

WHITE MALE

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	687	77.8
2	Talking out of turn	576	65.2
3	Ongoing apathetic behavior	527	59.7
4	Overactive behavior in classroom	498	56.4
5	Abusing property	436	49.4
6	Tardiness	380	43.0
7	Cheating	305	34.5
8	Abusing other students	290	32.8
9	Fighting	161	18.2
10	Abusing teachers	93	10.5

N = 883

*Number of persons who reported each situation among their top six disciplinary concerns

White Female

While improper training at home and other out-of-school conditions or influences retained their predominance in this subgroup, several shifts can be noted. Emphasis on parental non-involvement and effects of stereotypes declined somewhat, while the factor of inadequate diet or rest was associated with more problems than in the white male subgroup. Undesirable effects of media and presence of physiological or psychological problems were supported about equally strongly in each group.

Among classroom factors, overcrowded classroom retained its relative strength, but failure to establish limits was a frequent response for just one problem, talking out of turn. The pattern for school conditions was the same for white females as for white males, with the two items cited previously each associated with one of the same two problems. However, white female respondents did refer to one curricular/instructional condition (inappropriate placement of students with special needs) in association with the problems of inattention and cheating.

The pattern for recommended actions in the white female subgroup reflected a strong emphasis on conferences with parents or students. One of these two items ranked first for all ten behavioral situations. Admonish student(s) privately and restrict individual privileges were each frequent responses for at least six problems. Enlist class support and ideas received considerably more responses in this group than among white males, while corporal punishment was only among the top five actions for one problem, abusing teachers.

TABLE IV-17.
Results for Behavioral Situations According to Respondents' Sex and Race*

WHITE FEMALE

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	1924	84.8
2	Talking out of turn	1861	82.0
3	Overactive behavior in classroom	1732	76.3
4	Ongoing apathetic behavior	1163	51.2
5	Abusing property	914	40.3
6	Abusing other students	847	37.3
7	Cheating	819	36.1
8	Fighting	619	27.3
9	Tardiness	574	25.3
10	Abusing teachers	179	7.9

N = 2270

*Number of persons who reported each situation among their top six disciplinary concerns

Black Male

Improper training at home was the most frequently cited of the generally popular out-of-school conditions or influences. This item ranked first or second for all ten behavioral situations. Other out-of-school factors, particularly those related to media effects and to physiological or psychological problems, were frequently mentioned for as many as five behavioral situations. However, there was a slight decrease in their strength with respect to the subgroups of white respondents.

Among classroom conditions, overcrowding was a highly ranked choice for five problems, and failure to establish limits was at the same level of strength it had shown among white males. Poor interpersonal relationships were associated in this subgroup with overactivity, abusing other students, and fighting. Lack of positive reinforcement was a frequent choice for talking and tardiness.

One curricular/instructional factor, lack of attention to individual needs and interests, received moderate support in relation to abusing students. One school factor, inconsistent school policies and rules, was a popular choice regarding tardiness and overactive behavior.

The actions recommended by black male respondents again showed a strong preference for conferences with students or their parents. These items were highly ranked for all ten behavioral situations. Admonish student(s) privately was a frequent response for eight problems. Restrict individual privileges was less favored among members of this subgroup than either of those previously discussed. Corporal punishment, enlist class support and ideas, and institute a planned system of rewards each received moderately strong support for three problems, as did change location of student.

TABLE IV-18.
Results for Behavioral Situations According to Respondents' Sex and Race*

BLACK MALE

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	101	75.4
2	Inattention to lesson	97	72.4
3	Overactive behavior in classroom	86	64.2
4	Abusing property	57	42.5
5	Tardiness	56	41.8
6	Ongoing apathetic behavior	48	35.8
7	Abusing other students	39	29.1
8	Cheating	32	23.9
9	Fighting	26	19.4
10	Abusing teachers	19	14.2

N = 134

*Numbers of persons who reported each situation among their top six disciplinary concerns

Black Female

Emphasis on out-of-school conditions or influences remained high in the black female subgroup, but responses were more widely dispersed among the various items. Improper training at home was a frequent choice for all ten problems. Parental non-involvement and undesirable effects of media each received moderate to strong support for five problems. Pressures from out-of-school peer groups were more often cited in this subgroup, while negative effects of stereotypes received less emphasis.

Only one classroom condition, overcrowding, was a common response for more than two behavioral situations. Several school conditions were each among the top five responses for a single behavioral situation, while poor morale was associated both with apathy and abusing property.

Two curricular/instructional factors (inappropriate placement of students with special needs and lack of attention to individual needs and interests) were associated respectively with apathy and inattention. No other curricular/instructional factors ranked highly for any behavioral situation.

Black female respondents strongly favored conferences with students or with their parents as recommended actions. Admonish student(s) privately was a popular response for eight problems, while restrict individual privileges and enlist class support each received strong support for six problems. Corporal punishment was not a frequent response for any behavioral situation. Instituting a planned system of rewards and conferring with counselors or psychologists represented the only actions associated with two or three problems in this highly consistent set of responses.

TABLE IV-19.
Results for Behavioral Situations According to Respondents' Sex and Race*

BLACK FEMALE

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	356	84.4
2	Inattention to lesson	334	79.1
3	Overactive behavior in classroom	308	73.0
4	Abusing other students	165	39.1
5	Abusing property	154	36.5
6	Tardiness	140	33.2
7	Fighting	136	32.2
8	Ongoing apathetic behavior	135	32.0
9	Cheating	108	25.6
10	Abusing teachers	49	11.6

N = 422

*Number of persons who reported each situation among their top six disciplinary concerns

Position in the School

The total sample consisted primarily of teachers in schools across Tennessee, with principals, counselors, and other educational personnel representing approximately 12 percent of all respondents. Thus, teacher response patterns largely parallel those of the overall sample group, as presented in Chapter II. Responses of persons in other positions conformed in general to these patterns, but they exhibited several differences which are summarized in this section.

Tables IV-20 through IV-23 present the results for behavioral situations across position-related categories. Inattention, talking, and overactivity were the top three problems reported by teachers and by "other" educators (e.g., supervisors). Inattention, overactivity, and apathy comprised the top three problems among principals and guidance counselors, with tardiness and talking ranking respectively fourth and fifth in these subgroups.

Fighting was ranked higher by principals than any other subgroup, while abusing students and abusing property were lower. Cheating was ranked ninth in this subgroup, placing somewhat higher among teachers but lowest among guidance counselors. Abusing teachers was a relatively infrequent choice across subgroups.

Teachers

Out-of-school conditions or influences represented the predominant choices of teacher respondents. Improper training at home was frequently cited in relation to all ten behavioral situations. Physiological or psychological problems, undesirable effects of media, negative effects of various stereotypes, and parental noninvolvement in school experiences were other out-of-school factors receiving moderately strong support.

Overcrowded classroom was a frequent choice in this subgroup for five behavioral situations. Failure to establish limits was another notable classroom factor, receiving support for talking out of turn and for tardiness. There was a comparable level of support for just one curricular/instructional factor: inappropriate placement of students with special needs. Two school factors (inadequate communication of behavior expectations and inconsistent school policies) were each among the top five choices for a single problem. No other school factors received even this minimal support level.

The most frequent actions recommended for nearly all behavioral situations were conferences with students or their parents. Admonish student(s) privately and restrict individual privileges were also commonly selected for at least six problems. Enlisting class support and ideas, instituting planned systems of rewards, and corporal punishment were each given moderately strong support for three or four behavioral situations.

TABLE IV-20.
Results for Behavioral Situations According to Respondents' Position*

TEACHERS

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	2815	83.9
2	Talking out of turn	2706	80.7
3	Overactive behavior in classroom	2407	71.8
4	Ongoing apathetic behavior	1671	49.8
5	Abusing property	1419	42.3
6	Abusing other students	1215	36.2
7	Cheating	1193	35.6
8	Tardiness	1019	30.4
9	Fighting	840	25.0
10	Abusing teachers	295	8.8

N = 3354

*Number of persons citing each problem among their top six disciplinary concerns

Principals

Results concerning conditions or influences were largely the same for principals as for teachers. Improper training at home was the predominant choice, with the four other out-of-school factors cited above receiving moderate to strong support. Undesirable effects of television, movies, and other media was a relatively stronger item in this subgroup, however.

Overcrowded classroom and failure to establish limits were the two classroom conditions cited for as many as three behavioral situations. Lack of variety in classroom activities and poor interpersonal relationships were also moderately popular choices among principals.

Among the curricular/instructional conditions or influences, lack of attention to individual needs and interests, inappropriate placement of students with special needs, and poor motivational approaches each ranked among the top five choices for one or two problems. Inadequate communication of behavior expectations was the only school condition to attain even this level of support.

Conferences with students or their parents were highly ranked responses for all ten problems. Restrict individual privileges received somewhat less support in this group, while the other items mentioned for teachers each gained some support among principals. Suspension or expulsion was another moderately popular response for selected problems.

TABLE IV-21.
Results for Behavioral Situations According to Respondents' Position*

PRINCIPALS

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	88	63.3
2	Overactive behavior in classroom	87	62.6
3	Ongoing apathetic behavior	77	55.4
4	Tardiness	71	51.1
5	Talking out of turn	56	40.3
6	Fighting	54	38.8
7	Abusing property	53	38.1
8	Abusing other students	48	34.5
9	Cheating	26	18.7
10	Abusing teachers	13	9.4

N = 139

*Number of persons citing each problem among their top six disciplinary concerns

Guidance Counselors

There were fewer than one hundred counselor respondents in the study, and their responses concerning behavioral situation reflect a

TABLE IV-22.
Results for Behavioral Situations According to Respondents' Position*

GUIDANCE COUNSELORS

Rank	Situation	Number of Respondents	Percent of Respondents
1	Ongoing apathetic behavior	43	71.7
2	Inattention to lesson	35	58.3
3	Overactive behavior in classroom	27	45.0
4	Tardiness	26	43.3
5	Talking out of turn	23	38.3
6	Abusing property	18	30.0
7	Abusing other students	14	23.3
8	Fighting	10	16.7
9	Abusing teachers	10	16.7
10	Cheating	8	13.3

N = 60

*Number of persons citing each problem among their top six disciplinary concerns greater variability than those of other subgroups. Improper training at home was clearly the most popular choice, while other out-of-school conditions or influences received moderate support for one or more problems. Overcrowded classrooms were a less frequent concern in this subgroup, while poor interpersonal relationships and failure to establish limits each remained strong for three behavioral situations. Inadequate communication of behavior expectations, a school factor, received a comparable level of support among guidance counselors.

The actions recommended by this subgroup were largely parallel to those of other groups. However, enlisting class support and ideas was considerably more popular among guidance counselors, while corporal punishment and suspension or expulsion were mentioned much less often. Restricting individual privileges was also an infrequent choice in this subgroup, although it was quite frequently cited by teachers and principals.

Other Educational Personnel

The conditions or influences cited by members of this subgroup (including supervisors, coordinators, etc.) closely resembled teacher response patterns. However, inconsistent school policies was not a frequent choice for any problem, although three other school conditions did receive modest support for one or two prob-

TABLE IV-23.
Results for Behavioral Situations According to Respondents' Position*

OTHERS

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	148	72.9
2	Overactive behavior in classroom	141	69.5
3	Inattention to lesson	140	69.0
4	Ongoing apathetic behavior	103	50.7
5	Abusing property	89	43.8
6	Abusing other students	79	38.9
7	Tardiness	54	26.6
8	Cheating	49	24.1
9	Fighting	44	21.7
10	Abusing teachers	25	12.3

N = 203

*Number of persons who reported each situation among their top six disciplinary concerns lems. No curricular/instructional factors received noteworthy support for any behavioral situation.

Although the top three actions, conferring with students or with parents and admonishing students privately, retained their solid support base in this subgroup, enlisting class support was quite low in relation to other subgroups. Conferences with counselors or psychologists were recommended for several problems, and restricting individual privileges also received fairly strong support in this subgroup. Corporal punishment was only infrequently associated with fighting and abusing property.

Size of School

School size has been discussed in the literature as a key variable in the study of discipline. For this investigation, five size categories were established: under 300 students, 300-600, 600-900, 900-1500, and more than 1500 students. The largest number of respondents in the sample represented schools with 300-600 students. There were substantial numbers of schools represented having 600-900 students, fewer with 900-1500 students, and the lowest numbers with under 300 in enrollment or with more than 1500 students.

The behavioral situations perceived to be most important were consistent across all school-size subgroups, as shown in Table IV-24 through IV-28. The largest schools, representing high schools for the most part, reflect the pattern discussed in relation to grade level assignments earlier in this chapter. That is, overactivity and abuse of students were lower in rank than in other groups, while tardiness and abusing property moved up with respect to most other categories. Cheating attained its highest ranks (fifth and sixth respectively) in the smallest and largest schools. Tardiness was more prevalent in schools with enrollments higher than 900 students. Conditions or influences and recommended actions were quite stable across categories, with patterns conforming largely to those discussed for other demographic variables. Further results are presented by category in the sections that follow.

Under 300 Students

Out-of-school conditions or influences were the predominant type cited by respondents in this group. Improper training at home was first or second for all ten behavioral situations. Undesirable effects of television, movies, and other media was a frequent choice for six problems, while physiological or psychological problems received support for five behavioral situations. Several other out-of-school factors were also associated with one or more behavioral situations by respondents in this category.

Among classroom conditions, overcrowding was the most frequently cited item, related by respondents to four problems. Failure

TABLE IV-24.
Results for Behavioral Situations According to Size of School*

UNDER 300

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	270	83.1
2	Talking out of turn	266	81.8
3	Overactive behavior in classroom	252	77.5
4	Ongoing apathetic behavior	150	46.2
5	Cheating	134	41.2
6	Abusing property	123	37.8
7	Abusing other students	123	37.8
8	Fighting	85	26.2
9	Tardiness	71	21.8
10	Abusing teachers	19	5.8

N = 325

*Number of respondents who reported each situation among their top six discipline problems

to establish limits received a moderate amount of support in this group for talking and overactivity. No school or curricular/instructional factors were among the top five conditions or influences for more than a single problem.

Conferences with students or with parents, admonishing student(s) privately, and restricting individual privileges were each popular choices in this subgroup. Instituting a system of planned rewards was quite well supported for six of the ten problems. Enlist class support was less frequently mentioned, but did show up for four problems. No other actions were particularly frequent for more than one problem (or, in the case of changing locations, two problems).

300-600 Students

Responses in this group were similar to the under 300 group as regards frequent out-of-school conditions or influences. Among the classroom conditions, only overcrowding was mentioned frequently in relation to more than one problem. Several school conditions were each associated with a single problem, while no curricular/instructional factors ranked among the top five choices for any behavioral situation.

Actions recommended by members of this subgroup were also quite consistent. Only nine items showed up among the top five actions for the ten problems being examined. These emphasized con-

TABLE IV-25.
Results for Behavioral Situations According to Size of School*

300-600

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	1148	32.2
2	Talking out of turn	1139	81.6
3	Overactive behavior in classroom	1045	74.8
4	Ongoing apathetic behavior	619	44.3
5	Abusing other students	567	40.6
6	Abusing property	545	39.0
7	Fighting	490	35.1
8	Cheating	428	30.6
9	Tardiness	350	25.1
10	Abusing teachers	118	8.4

N = 1396

*Number of respondents who reported each situation among their top six discipline problems

ferences with students or their parents and admonishing students privately with nearly the same relative strength. Restrict individual privileges received moderately strong support for six problems, with planned systems of rewards and enlisting class support each showing up frequently for four problems. Corporal punishment ranked among the top five items for fighting, abusing students, and abusing teachers.

600-900 Students

The results for respondents in this category parallel those of the preceding groups. Improper training at home led the list of popular out-of-school conditions or influences, with media effects, physiological or psychological problems, parental non-involvement, and negative effects of stereotypes also popular for at least five of the ten problems being examined.

Overcrowded classroom and poor interpersonal relationships were the two classroom factors which received at least moderate support for two or more problems. Two school factors (inconsistent school policies and rules, and inadequate communication of behavior expectations) were each associated with a single problem. The only curricular/instructional factor to be ranked among the top five conditions or influences for any behavioral situation was inap-

TABLE IV-26.
Results for Behavioral Situations According to Size of School*

600-900

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	869	83.1
2	Talking out of turn	814	77.8
3	Overactive behavior in classroom	760	72.6
4	Ongoing apathetic behavior	562	53.7
5	Abusing property	489	46.7
6	Abusing other students	396	37.8
7	Cheating	360	34.4
8	Tardiness	321	30.7
9	Fighting	242	23.1
10	Abusing teachers	98	9.4

N = 1046

*Number of respondents who reported each situation among their top six discipline problems

propriate placement of students with special needs (for apathy and cheating).

In this subgroup, confer with students or with parents, admonish student(s) privately, and restrict individual privileges were each popular choices for at least seven problems. Planned systems of rewards, enlisting class support, and changing location of student(s) were each associated with three problems. Corporal punishment was a relatively frequent choice for fighting and for various situations of abuse.

900-1500 Students

Respondents in this school size category chose improper training at home as the first or second ranked condition for all ten behavioral situations. Emphasis on the four other out-of-school factors cited by previous groups remained high and actually increased slightly in this group. Pressure from out-of-school peer groups was cited in relation to three situations: cheating, fighting, and abusing other students.

Overcrowded classroom was a frequent response in this subgroup for five of the ten behavioral situations. Two other classroom conditions, failure to establish limits and long periods of enforced inactivity, were each moderately frequent factors associated with

TABLE IV-27.
Results for Behavioral Situations
According to Size of School*

900-1500

Rank	Situation	Number of Respondents	Percent of Respondents
1	Inattention to lesson	683	79.2
2	Talking out of turn	629	73.0
3	Overactive behavior in classroom	544	63.1
4	Ongoing apathetic behavior	507	58.8
5	Tardiness	368	42.7
6	Abusing property	356	41.3
7	Cheating	298	34.6
8	Abusing other students	238	27.6
9	Fighting	123	14.3
10	Abusing teachers	101	11.7

N = 862

*Number of respondents who reported each situation among their top six discipline problems

two problems. The only school condition to be associated frequently with even one situation was inconsistent school policies and rules (for tardiness). One curricular/instructional condition, inappropriate placement of students with special needs, received moderate support for inattention.

The pattern of recommended actions was quite similar to that of other groups discussed. However, corporal punishment did not show up frequently for any problem, and conferences with counselors or psychologists were emphasized somewhat more than in other groups.

Over 1500 Students

The over 1500 subgroup, smaller than the other size-related categories, showed a pattern of responses comparable to the other subgroups. Improper training at home and other out-of-school factors were the predominant choices among these respondents. Inadequate diet, rest, etc., joined the out-of-school factors discussed in relation to other categories as a relatively frequent response.

Overcrowded classroom was the most frequently cited classroom condition or influence and the only one to be associated frequently with more than a single problem. Several school factors were each associated with one or two problems. The only curricular/instructional factor to occur among the top five conditions or influences for any of the ten problems was lack of attention to individual needs and interests, for inattention.

In addition to the four actions most commonly mentioned by the other subgroups discussed, respondents in this group placed moderate emphasis on several other items. Corporal punishment was relatively common for four problems. Enlist class support, institute a planned system of rewards, confer with counselors, and recommend suspension or expulsion each received moderate support for three behavioral situations.

TABLE IV-28.
Results for Behavioral Situations
According to Size of School*

OVER 1500

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	91	85.0
2	Talking out of turn	68	63.6
3.5	Ongoing apathetic behavior	59	55.1
3.5	Abusing property	59	55.1
5	Tardiness	52	48.6
6	Cheating	49	45.8
7	Overactive behavior in classroom	45	42.0
8	Abusing other students	18	16.8
9	Abusing teachers	9	8.4
10	Fighting	3	2.8

N = 107

*Number of respondents who reported each situation among their top six discipline problems

School Organization

Four types of school organizational patterns were used as a basis for further classification of survey respondents. These were: open space, departmental, self-contained, and mixed schools. Departmental and self-contained schools were the two largest categories, each represented by approximately 1300 respondents. Mixed schools were represented by about 800 respondents, while open space organizations were reported by nearly 200 persons.

Analysis of the results for behavioral situations showed a high degree of consistency across groups. As Tables IV-29 through IV-32 indicate, inattention and talking ranked either first or second in frequency for all four groups. Overactivity was the third or fourth ranked problem across categories while apathy fell just slightly from third or fourth to fifth in the self-contained group. Abusing students was somewhat higher in this group than others and dropped to its lowest frequency (eighth) in the departmental category. Tardiness was ranked lower in the self-contained and mixed groups than in either of the other two categories. Fighting and abusing teachers were the two lowest ranked problems in all groups except the self-contained, in which fighting ranked seventh.

Conditions or influences and recommended actions reflected the general agreement evident concerning behavioral situations. Specific findings are discussed in the sections that follow.

Open Space Schools

Respondents from open space schools selected out-of-school conditions or influences most frequently for all behavioral situations except talking (for which classroom conditions were predominant). Improper training at home was ranked first or second for all ten problems. Physiological or psychological problems; undesirable effects of media; and negative effects of socioeconomic, racial, ethnic, or other stereotypes were each relatively frequent for four or five problems.

In this subgroup, overcrowded classroom received much greater support than in any subgroup previously examined. This single item was among the five top ranked responses for nine of the ten behav-

TABLE IV-29.
Results for Behavioral Situations by School Organization*

OPEN SPACE

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	162	82.6
2	Talking out of turn	148	75.6
3	Overactive behavior in classroom	133	67.8
4	Ongoing apathetic behavior	94	48.0
5.5	Abusing property	69	35.2
5.5	Abusing other students	69	35.2
7	Tardiness	68	34.7
8	Cheating	66	33.7
9	Fighting	38	19.4
10	Abusing teachers	16	8.2

N = 196

*Number of persons citing each situation among their top six disciplinary concerns

ioral situations. No other classroom factor was highly ranked for more than a single situation.

Poor morale was frequently cited as a condition or influence for two problems: abusing teachers and apathy. This was the only school factor to receive moderately strong support for more than one problem. Two curricular/instructional factors (inappropriate placement of students with special needs and poor motivational approaches) were associated respectively with overactive behavior and inattention.

Conferring with students or with parents, admonishing students privately, and restricting individual privileges were the most popular items for a wide range of problems. Instituting planned systems of rewards, enlisting class support, and recommending suspension or expulsion were each frequent choices for three or four situations.

Departmental Schools

Among respondents from departmental schools, improper training at home and the four other out-of-school factors discussed in the previous section were predominant choices for at least five of the ten problems. Overcrowded classrooms were cited at a level more consistent with other subgroup analyses. Another classroom factor, failure to establish limits, was a frequent choice for talking and tar-

TABLE IV-30.
Results for Behavioral Situations
by School Organization*

DEPARTMENTAL

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	1078	77.6
2	Talking out of turn	946	68.0
3	Ongoing apathetic behavior	817	58.8
4	Overactive behavior in classroom	813	58.5
5	Abusing property	672	48.3
6	Tardiness	585	42.1
7	Cheating	503	36.2
8	Abusing other students	378	27.2
9	Fighting	194	14.0
10	Abusing teachers	176	12.7

N = 1390

*Number of persons citing each situation among their top six disciplinary concerns

diness. Neither school nor curricular/instructional factors were cited frequently in relation to more than a single situation, with few items attaining even this limited support.

The pattern of recommended actions reflected the dominance of conferences with parents or students. Admonish student(s) privately and restrict individual privileges were also common choices for at least five problems. Conferences with counselors or psychologists received somewhat more support in this group than the previous one, occurring relatively frequently for apathy and abusing other students.

Self-Contained Schools

Improper training at home was a highly ranked condition or influence in this subgroup for all ten problems. Undesirable effects of television, movies, and other media and physiological or psychological problems were each associated with at least six problems. Effects of media and of various stereotypes were also relatively popular choices for several problems.

Overcrowded classroom represented a frequent choice by these respondents for five behavioral situations. No other classroom or school conditions or influences were highly ranked for more than a single problem. No curricular/instructional factors were among the top five responses for any behavioral situation.

TABLE IV-31.
Results for Behavioral Situations by School Organization*

SELF-CONTAINED

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Talking out of turn	1109	85.5
2	Inattention to lesson	1094	84.3
3	Overactive behavior in classroom	1051	81.0
4	Abusing other students	585	45.1
5	Ongoing apathetic behavior	568	43.8
6	Abusing property	497	38.3
7	Fighting	462	35.6
8	Cheating	418	32.2
9	Tardiness	305	23.5
10	Abusing teachers	89	6.9

N = 1297

*Number of persons citing each situation among their top six disciplinary concerns

The pattern of recommended actions in this subgroup reflected the strong emphasis on conferences with students or their parents and on privately admonishing students. Restricting individual privileges and enlisting class support were relatively frequent items for several problems, with changing locations and planned systems of rewards also receiving moderate support.

Mixed Schools

The responses of persons from schools with mixed organizational patterns were quite similar to those from the other subgroups. Improper training at home and the four other out-of-school conditions discussed in the previous section were once again popular items. Overcrowded classroom was reported frequently in association with four problems. Inappropriate placement of students with special needs was the only item to show up relatively frequently for even one problem (cheating). No school factors were cited in relation to more than a single behavioral situation.

The actions recommended by these respondents closely paralleled those of other subgroups. Conferences with counselors or psychologists were slightly more frequent, however, while corporal punishment was less so, not appearing among the top five items for any behavioral situations.

TABLE IV-32.
Results for Behavioral Situations
by School Organization*

MIXED

Rank	*Situation*	*Number of Respondents*	*Percent of Respondents*
1	Inattention to lesson	684	85.3
2	Talking out of turn	670	83.5
3	Overactive behavior in classroom	614	76.6
4	Ongoing apathetic behavior	379	47.2
5	Abusing property	308	38.4
6	Abusing other students	306	38.2
7	Cheating	263	32.8
8	Fighting	240	29.9
9	Tardiness	184	22.9
10	Abusing teachers	59	7.4

N = 802

*Number of persons citing each situation among their top six disciplinary concerns

V. CONCLUSIONS AND RECOMMENDATIONS

Summary

Discipline in the schools is a major concern for teachers and parents throughout the United States. This concern has consistently been reflected in the annual Gallup Polls reporting the public's attitudes toward the schools. Although some improvement has been noted since 1970, crime and violence in the schools during the 1960s reinforced professional and public concerns about school discipline problems.

There are evidently many factors outside the schools which have contributed to the disruptive school behavior exhibited by students. Although there has been some research and study focusing on problems associated with school discipline, it is difficult—if not impossible—to make generalizations across widely different subcultures and populations. If discipline is to be improved, information is needed about the behaviors exhibited by students in specific school settings. Further, it is essential that the conditions which are influencing these behaviors be identified before corrective action is taken.

Objectives of the Study

The purpose of this research was to determine: (1) the extent and nature of discipline problems in Tennessee schools; (2) the types of conditions or influences associated by school personnel with these problems; and (3) the approaches recommended for solving persistent discipline problems. The specific objectives which gave direction to the study activities were:

a) Determine which discipline problems seem to be most significant

b) Determine the nature of discipline problems associated with various demographic characteristics.

c) Identify key conditions or influences related to the problems.

d) Identify the most appropriate approaches for solving discipline problems.

e) Identify the extent and nature of discipline problems in Tennessee schools.

Design of the Study

It was determined that the study objectives could be met by means of a survey of approximately 10 percent of all educators in Tennessee. A questionnaire was developed, pilot tested, and then administered to approximately 4,000 Tennessee teachers, administrators, and other educational personnel.

The questionnaire was based on an extensive review of the literature. The literature review helped to identify a set of discipline problems or situations, the conditions or influences which seem to be most often related to the problems, and a list of actions which might be used to correct these problems.

The instrument was pilot-tested with student teachers, cooperating teachers, and others involved in preservice and inservice programs in the Knoxville area. The feedback from this pilot testing caused a number of revisions to be made. The instrument was then reviewed by a group representing the Tennessee Education Association. This review resulted in further revision of the instrument.

A sampling plan was devised for the study which would insure that schools from all sections of the state and from all socioeconomic levels were represented. The index system used by the State Department of Education to categorize schools by location and socioeconomic classification was an initial departure point for determining the sample. This process generated nine school socioeconomic classifications which were then subdivided into elementary, junior high/middle, and high school groups. This resulted in 27 subpopulations from which to draw a study sample. A sampling procedure was used which would assure that at least 10 percent of the schools and 10 percent of all the teachers in the twenty-seven subpopulations would be surveyed. Further, the sample was drawn to insure that 10 percent of the teachers in the state's four largest cities would be included.

Questionnaires were distributed and collected by the professional staff of the 16 T.E.A. Uni-Serve districts included in the study. A total of 3,783 questionnaires were returned. This represented a 74.3 percent response. The overall returns were well balanced with respect to the demographic characteristics of schools representing all areas of the state.

The data generated by the questionnaire were first analyzed in terms of the total sample. The second process for treatment of data was an analysis of the basis of the nine school classifications. This was followed by an examination of the data with respect to school organization and all other demographic variables included in the instrument. Finally, the comments and responses made to the open-ended questions were summarized and examined to determine response patterns.

Findings

Total Sample

The behavioral situations identified in this study as important disciplinary concerns reflected considerable agreement among survey respondents. Four of the 16 problems included in the instrument were mentioned among the top six concerns of more than ha of the nearly 4,000 survey respondents. These problems were: inattention to lesson (cited by 81.9 percent of respondents); talking out of turn (78.0 percent); overactive behavior in the classroom (70.8 percent); and ongoing apathetic behavior (50.4 percent). It is noteworthy that the first three of these behavioral situations were each identified by at least 70 percent of all respondents, indicating a substantial degree of consistency across the sample group.

Each of the next four problems (abusing property, abusing other students, cheating, and tardiness) was mentioned by at least 30 percent of all respondents. Due to their intense nature, two additional problems, fighting and abusing teachers, were selected for detailed analysis along with the eight problems previously mentioned.

The remaining six problems, mentioned by almost 25 percent of respondents, were not subject to detailed analysis. Several were mentioned by exceptionally small numbers of respondents. For example, misbehavior resulting from narcotics use was cited by four percent of the respondents, while misbehavior resulting from alcohol use was reported by fewer than two percent of all respondents.

Conditions or influences felt to be related to the most important discipline problems were also identified by survey respondents. Items representing out-of-school factors accounted for over one-half of the responses to this section of the instrument. These factors were cited more than twice as frequently as the second-ranked category, classroom conditions or influences. School and curricular/instructional factors each represented less than 13 percent of all conditions or influences mentioned. This response pattern is reflected in the fact that for all problems except talking (for which classroom factors were somewhat more prevalent) the out-of-school category received most responses, generally by very large margins.

Within the out-of-school category, improper training at home was the top-ranked single condition or influence. This item accounted for over 18 percent of all responses, more than twice as many as any other item. Other out-of-school factors also showed up consistently, representing six of the seven top-ranked items in the total sample. The only other type of condition or influence to place this high was overcrowded classroom, accounting for nearly seven percent of all responses.

When recommended actions were considered, a similarly consistent response pattern was found. Two actions, reported with nearly equal relative frequency, each accounted for over 16 percent of all responses. These were: confer with student(s) to make plans for improved behavior and confer with parents. No other actions approached the popularity of these two actions, although several of the nineteen remaining items received moderate levels of support. Accounting for 5 to 11 percent of all responses were: admonish student(s) privately, restrict individual privileges, institute a system of planned rewards for desired student behavior, and enlist class support and ideas in solving problems. As these results indicate, 15 of the 21 actions were chosen infrequently for most problems, with several items receiving very few responses.

The comments expressed by respondents concerning recommended strategies or approaches for improving school discipline reflect their responses to structured portions of the instrument. Parental responsibilities, teacher authority, and enforcement of behavioral limits were three areas receiving considerable emphasis. Overcrowded classrooms were also the subject of some discussion in this section.

Location and Socioeconomic Level

In the previous sections it was pointed out that ten of the sixteen behavioral situations or problems specified in the instrument were selected for detailed analysis. Four of the problems selected (talking out of turn, inattention to lesson, overactive behavior, and ongoing apathetic behavior) were the four highest ranked problems in all nine school groups classified by location and socioeconomic level. Four other problems (abusing property, abusing other students, tardiness, and cheating) were among the ten highest ranked situations in at least eight of the nine classifications. Two problems (fighting and abusing teachers) were included in the detailed analysis due to a general concern about the consequences of such problems.

Behavioral Situations. Inattention to lesson was the concern with the highest response rate in eight of the nine school groups. The Large City Low subgroup had slightly more responses to talking out of turn (76.8 percent) than to inattention (76 percent).

Talking out of turn ranked second in all groups except the Large City Low group, where it had the highest percentage of responses. Overactive behavior received the third highest number of responses from all nine groups.

Ongoing apathetic behavior was ranked fourth by eight of the nine groups. The Town Low respondents ranked this behavior fifth, with abusing property as the situation with the fourth highest number of responses. Abusing property was the fifth most prevalent concern in six of the remaining groups. The Large City Medium respondents ranked tardiness in fifth place, with abusing property ranked sixth, while the Large City Low respondents ranked abusing other students fifth and abusing property eighth.

There was a great deal of consistency in the responses through the first five behaviors across the nine groups or classifications. The returns were less consistent for the remaining five selections. Where cheating was the sixth most prevalent concern in four groups (Rural High, Town Low, Town High, and Small City Low), it was seventh in two groups (Rural Low and Small City High) and eighth or ninth in the remaining three groups.

Abusing other students ranked as high as fifth (Large City Low) and sixth (Rural Low), then dropped to seventh for all remaining groups except Small City High, where it was ranked eighth. Tardiness ranged from fifth (Large City Medium) and sixth (Large City High and Small City High) to seventh (Large City Low) and eighth or ninth for all other groups. Fighting ranked as high as sixth (Large City Low) just once. It was eighth or ninth with all other groups.

Finally, abusing teachers was the situation receiving the fewest responses from all nine groups. The percentage of respondents concerned with this problem ranged from a low of 4.1 (Small City High) to 12.6 (Small City Low and Large City High).

Conditions or Influences. For all nine school classifications, out-of-school conditions or influences received the highest percentage of responses. This category received over twice as many responses for six of the nine groups as the next highest category—classroom conditions or influences. The out-of-school influences were by far the most prevalent for all situations except inattention to lesson and talking out of turn. Even these situations were perceived by approximately one-half of the respondent groups to be most influenced by out-of-school conditions.

Within the out-of-school category, improper training at home and the undesirable effects of media received the highest number of responses from all groups. Parental non-involvement in school experiences received a relatively large number of responses and physiological or psychological problems received a moderate number of responses across the nine groups.

Classroom conditions or influences ranked second as a category for the nine school classifications. The percentage of responses accounted for by classroom factors ranged from 29.5 (Town Low) to 20.5 (Large City Medium). For all nine groups this category of conditions was most important for three situations: inattention to lesson; talking out of turn; and overactive behavior in the classroom. Within this category, overcrowded classroom was cited most often as a specific influence. This was true for all nine groups.

School conditions and curricular/instructional conditions were ranked third and fourth with very little difference in the percentage of responses. For example, school conditions received a slightly higher response in five of the nine groups. The other four groups ranked the curricular/instructional conditions slightly higher. Within the two categories just two specific influences were cited consistently by respondents in the majority of the nine groups. These were: inconsistent school policies and rules (a school factor) and inappropriate placement of students with special needs (a curricular/instructional factor).

Recommended Actions. Two recommended actions received the most responses for all nine groups. They were: confer with student(s) to make plans for improved behavior and confer with parents. These two actions received substantially more responses in each of the nine groups than the third highest action which was to admonish student(s) privately.

Restricting individual privileges was the fourth most often recommended action in seven of the nine groups. It was fifth highest in the Large City High group and sixth in the Large City Medium group. The next two most recommended actions were: institute a system of planned rewards for desired student behavior, and enlist class support and ideas in solving problems. These actions were cited often enough to rank either fifth or sixth in the majority of the groups.

To change the location of student(s) was generally ranked seventh or eighth across the nine groups. Conferring with a counselor or psychologist, the only other action recommended by a majority of the groups, was ranked seventh by three groups and eighth by three others. To recommend or administer corporal punishment was eighth in rank for just two groups. The only other action recommended often enough to rank in the top eight in any one of the nine groups was to admonish student(s) publicly. This action was ranked eighth by the Town Low group.

Other Demographic Variables

To facilitate in-depth analysis of survey responses, several important demographic characteristics were considered. Results were analyzed on the basis of grade levels taught or supervised, years of teaching experience, educational levels attained, sex and race of respondents, position in the school, size of school, and school organization. The following sections highlight key findings concerning each of these demographic characteristics.

Grade Levels Taught or Supervised

Talking out of turn, inattention to lesson, and overactive behavior were the three most frequent problems in all grade level subgroups, although their respective ranks varied across categories. While these and other grade level results were quite consistent, several behavioral situations did show noteworthy shifts in emphasis. Apathetic behavior ranked eighth among K-3, fourth in the 4-6, 7-9, and Special Education subgroups, and tied for second in the 10-12 group. Tardiness, ranked eighth or ninth in most subgroups, moved up to fourth place for grades 10-12, while overactivity declined from second or third to sixth in this subgroup. Fighting, ranked fifth or six at lower grades, also showed a marked decline at the upper grade levels. This problem placed ninth or tenth among representatives of grades 7-9 and 10-12.

In all grade level subgroups, out-of-school conditions or influences were the most frequent types mentioned. Improper training at home was the most commonly cited item. Inadequate diet, rest, etc., received moderate to strong support among K-3 respondents, but was a less popular item at other grade levels. Effects of television, movies and other media, by contrast, was a more frequent choice among upper grade respondents.

For grades K-3, 4-6, and 7-9, the only curricular/instructional factor to receive even modest support was inappropriate placement of students with special needs. No item in this category was mentioned frequently by 10-12 respondents. One classroom condition, overcrowding, was a relatively frequent choice in several grade level categories.

Years of Teaching Experience

There was considerable consistency across experience categories in the responses concerning behavioral situations. Results conformed in general to those of the total sample. There were slight differences in the ranks of selected problems, but no major patterns emerged for this demographic characteristic.

Conditions or influences cited in all subgroups emphasized the out-of-school area, with improper training at home as the foremost choice. Inconsistent school policies and overcrowded classroom were two school or classroom related items which received moderate support. The former was a more popular response among those with 1-3 or 4-6 years of experience than in other subgroups. Effects of various media were a frequently expressed concern in the 7-10 and 11-15 categories. For those with more than 15 years of teaching experience, out-of-school factors as a whole were virtually the only items mentioned in substantial numbers.

Conferring with students or their parents, restricting individual privileges, and admonishing students privately were the actions receiving most support across subgroups. Enlisting class support was somewhat more popular among 4-6 and 7-10 respondents than 1-3 subgroup members, while changing students' locations declined in emphasis. Corporal punishment received moderate support for several of the abuse-related problems in all subgroups except the over 15 category, which gave this action considerably less emphasis.

Educational Level

Results for behavioral situations exhibited strong consistency across educational categories. The major problems identified by respondents with various educational levels correspond to total sample results. Tardiness was somewhat lower in rank among bachelor's or bachelor's plus respondents. Abuse of students and abuse of property were slightly lower in rank among master's level respondents. None of these problems achieved a high rank in any subgroup, however.

Out-of-school conditions or influences, particularly improper training at home, were predominant in all subgroups. Overcrowded classroom and poor interpersonal relationships received moderate support among bachelor's and master's respondents, but only the former item showed up frequently among bachelor's plus or master's plus respondents. In the bachelor's plus subgroup, various out-of-school factors demonstrated considerable strength overall. Curricular/instructional factors were not at all popular in that subgroup nor in the master's category and only modestly supported among bachelor's and master's plus respondents.

Results concerning recommended actions were quite consistent across subgroups and conform in general to total sample results. Changing location of students was somewhat more popular among bachelor's and master's respondents than in other subgroups. Conferences with counselors or psychologists were emphasized somewhat more by master's plus respondents than by members of other subgroups.

Sex and Race

There was considerable similarity across sex and race categories with respect to important discipline problems. Inattention and talking were uniformly strong choices. Apathy and overactivity ranked third or fourth among white respondents but apathy declined to sixth rank or lower among black respondents. Tardiness ranked lower among white females than any other subgroup, while abusing other students was ranked higher in general by female than by male respondents.

Improper training at home and several other out-of-school conditions or influences were chosen most frequently in all subgroups. Overcrowded classroom and failure to establish limits were two classroom factors receiving moderate support among male respondents. White males did not select curricular/instructional factors frequently for any problem. In each of the other subgroups, inappropriate placement of students with special needs and/or lack of attention to individual needs and interests received modest support. Selected school factors received limited support in one or two subgroups, but emphasis on this area was also low.

Recommended actions corresponded closely to overall sample results, with few exceptions. Corporal punishment was somewhat higher in rank among white males than any other subgroup, while enlisting class support was lower. Restricting individual privileges was ranked considerably lower among black males than other respondents. Responses of black females were especially consistent, restricted largely to the most popular actions in the sample group as a whole.

Position in the School

Due to the large size of the teacher subgroup in relation to other categories, results concerning these respondents closely parallel those of the total sample. Teachers and others (e.g., supervisors) ranked inattention, talking, and overactivity as their top three problems. Principals and guidance counselors placed greatest emphasis on inattention, overactivity, and apathy. Fighting was ranked higher by principals than any other subgroup, while abusing students and abusing property were lower.

Out-of-school conditions or influences were the most frequent choices in all subgroups. Overcrowding and failure to establish limits also received fairly strong support in the various subgroups, although overcrowding was emphasized to a lesser extent by guidance counselors. Curricular/instructional factors were particularly weak in these subgroups, with at most one item in each group receiving even moderately strong support for several problems. School factors were also given limited attention, with inadequate communication of behavior expectations being the only item mentioned fairly often in most subgroups.

The actions recommended to deal with important behavioral situations aligned quite closely with total sample results. Principals gave somewhat less attention to restricting privileges and more to suspension or expulsion. Guidance counselors emphasized enlisting class support more often and seldom cited corporal punishment or restricting privileges.

Size of School

In the largest schools represented, overactivity and abuse of students were lower in rank and tardiness higher than in other groups, although the response pattern for behavioral situations was generally consistent across categories. Cheating, while never a highly ranked problem, was most frequently mentioned in the smallest and largest school categories.

Improper training at home and other out-of-school factors were the most popular conditions or influences in all subgroups. Curricular/instructional factors were very weak in general, and particularly so in the under 300 and 300-600 categories. School conditions or influences were also infrequent choices, although a few of these items were cited for one or two problems in the 300-600, 600-900, and over 1500 groups.

While recommended actions were essentially comparable to those of the sample as a whole, several differences emerged. Instituting a system of planned rewards was quite popular in the under 300 group. Enlisting class support was moderately frequent in all subgroups. Restrict individual privileges showed its greatest strength in the 300-600 subgroup. Corporal punishment was particularly low in rank among respondents in the under 300 and 900-1500 subgroups, showing up in the other categories with respect to various abuse-related situations.

School Organization

Inattention, talking, and overactivity were the most frequent choices across subgroups, although apathy was ranked somewhat lower in the self-contained group. Fighting and abusing other students were ranked relatively high in this subgroup, particularly in relation to the departmental category where they ranked eighth and ninth respectively.

Respondents in each of the four organizational categories (open space, departmental, self-contained, and mixed) selected out-of-school conditions or influences more than any other category. Overcrowded classrooms were a greater concern in the open space subgroup. Neither school nor curricular/instructional factors were supported for more than one or two selected problems by members of any organizational subgroup.

The pattern of responses concerning recommended actions was quite similar to total sample results. Conferences with counselors or psychologists were somewhat more popular in the departmental and mixed subgroups than others, although they never achieved strong support. Other actions were given generally comparable emphasis by respondents in all four categories.

Conclusions

Major conclusions of the study have been organized for presentation according to the five research objectives which guided the investigation. The first objective was to determine which discipline problems are perceived to be most significant across the state. Results of the study indicate that several individual student-focused problems are currently the most predominant concerns of teachers and other educators. In particular, two passive misbehaviors (inattention to lesson and ongoing apathetic behavior) and two more active behaviors (talking out of turn and overactive behavior) were the major disciplinary concerns reported. These problems were strongly emphasized by the nearly 4,000 survey respondents, who represented a stratified random sample of Tennessee educators.

Several discipline problems were found to be of moderate concern to teachers and other educators in Tennessee. These can generally be characterized as antisocial acts and deal largely with the interpersonal realm of behavior. Included among these problems are abuse of other students, fighting, and abuse of property.

Another group of behavioral situations was consistently of minor concern to the educators surveyed. Misbehaviors related to alcohol or to drugs were especially infrequent concerns. Other items receiving low response rates reflect either destructive behavior or avoidance patterns.

To determine the nature of discipline problems associated with various demographic characteristics was the second major research objective. Problems were found to be quite similar when location and socioeconomic characteristics were used to categorize survey respondents. Minor differences were identified which merit further study, but no substantial variations across nine location and socioeconomic classifications were found.

Minor differences in perception of important discipline problems were also found for the demographic features of sex, race, and school organization. Differences in rank orders of problems were slight or virtually absent across categories associated with educational level, years of teaching experience, and size of school.

In one particularly clear case of subgroup variation, it was found that apathy rose rapidly in importance from the lower to the upper grades. Tardiness was also a much greater concern at the higher grades, indicating a change in students' coping behaviors as they progress through the grades.

The third research objective was to identify the key conditions or influences perceived to be important by the respondents. Results were very consistent across the sample. Out-of-school factors, especially improper training at home, received a very large number of responses for nearly all important discipline problems.

Classroom conditions, particularly overcrowding, were second in overall emphasis. These factors exhibited their greatest strength in relation to several specific problems (e.g., talking) and did not have the breadth of support demonstrated by the out-of-school conditions or influences.

Among school related factors, inconsistent school policies and rules were of moderate concern to survey respondents. Inappropriate placement of students with special needs was one of very few curricular/instructional factors to show up clearly in the results. It appears that respondents did not perceive the relationship between curriculum and instruction and discipline problems in the schools. Also, they did not seem to be very concerned about the influence of school conditions on reported discipline problems.

The fourth research objective was to identify the most appropriate approaches for solving discipline problems. There was also a great deal of consistency in this area. Conferences with students or with parents were the most frequently recommended actions for nearly all behavior problems. Both of these approaches depend on the development of satisfactory interpersonal relationships. Each was recommended with comparable frequency across demographic categories. Two actions mentioned with relatively high frequencies by survey respondents were admonishing students privately and restricting individual privileges. These actions also reflect an emphasis on one-to-one handling of discipline problems, in contrast to solutions involving classroom groups or professional personnel.

Moderate support was generally given to two actions: enlisting class support and ideas in solving problems and instituting a system of planned rewards for desired student behavior. Corporal punishment and suspension or expulsion were generally associated with more serious discipline problems. Their overall frequencies were relatively low.

The fifth and final research objective was to identify the extent and nature of discipline problems in Tennessee schools. Responses indicated that school discipline in Tennessee is a greater problem than it was ten years ago. However, discipline problems in Tennessee do not appear to be as severe as the problems described recently in several national studies.

Recommendations

Two major recommendations concern further research activity building on the results of this study. A follow-up investigation is needed to examine the perceptions of two major target groups, students and parents, concerning the same discipline problems involved in the present study. Case studies in schools would provide needed information on the relationships among perceptions of various participants (e.g., students, teachers, parents).

There is also a need for the systematic development of preservice and inservice programs in the area of school discipline. Teachers, administrators, and others need to be made aware of the conditions and influences which affect the scope and nature of discipline problems. They should be informed about a variety of approaches which can be successfully used to solve discipline problems. Ability to implement a range of appropriate alternative strategies has been found to make an important contribution to effective teaching and learning.

It is further recommended that school districts across the state consider the results of this study as a departure point for analyzing local discipline problems. Results would enable them to develop long term improvement plans based on comprehensive, up-to-date information. Such planning is viewed as an important step for adopting a proactive, preventive approach to discipline in Tennessee schools.

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APPENDIX A

2/15/78

Improving School Discipline

Much discussion prevails concerning discipline in the schools of Tennessee. Discipline continues to be the number one national concern about public schools as expressed through the Gallup Educational Poll. Because of the concern, this cooperative project has been undertaken by UTK and TEA.

We are very much interested in your perceptions about the issue: its intensity, priority discipline problems, and your treatment of these problems. Your responses will be treated *confidentially*. No specific individual data will be released. A school district might request a *summary* of data generated in that school district.

Your response is very important to the profession. Hopefully, this study will lead to the development of programs aimed at alleviation of existing discipline problems.

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DIRECTIONS:

STEP I. *Behavioral Situations:* Please review the complete list of behaviors below and identify the *six* situations which are the greatest problems in your own area of responsibility. Rank order the six situations you have identified from most important (1), to next most important (2), etc.

STEP I		STEP II			STEP III		
	Behavioral Situations	*Conditions or Influences*			*Recommended Actions*		
____	Talking out of turn	____	____	____	____	____	____
____	Tardiness	____	____	____	____	____	____
____	Inattention to lesson	____	____	____	____	____	____
____	Overactive behavior in classroom	____	____	____	____	____	____
____	Leaving classroom without permission	____	____	____	____	____	____
____	Cheating	____	____	____	____	____	____
____	Stealing	____	____	____	____	____	____
____	Fighting	____	____	____	____	____	____
____	Truancy	____	____	____	____	____	____
____	Abusing other students	____	____	____	____	____	____
____	Abusing teachers	____	____	____	____	____	____
____	Abusing property	____	____	____	____	____	____
____	Ongoing apathetic behavior	____	____	____	____	____	____
____	Abusive or obscene language	____	____	____	____	____	____
____	Misbehavior resulting from alcohol use	____	____	____	____	____	____
____	Misbehavior resulting from other narcotics use	____	____	____	____	____	____

STEP II. *Conditions or Influences:* Now examine the list of Conditions or Influences. Choose at least *one* but *no more than three* of the thirty-five items listed below which you feel contribute to the *greatest extent* to each of the behaviors you identified in Step I. For example, if "cheating" was chosen as one of the priority behavioral situations in Step I, the response in Step II might include 15, 28, and 30. Write the number(s) in the spaces provided.

Conditions or Influences

Classroom

1. Overcrowded classroom
2. Inadequate materials and resources
3. Poor interpersonal relationships
4. Lack of opportunity for students to express feelings
5. Long periods of enforced inactivity
6. Lack of variety in classroom activities
7. Verbal abusiveness by teacher
8. Lack of positive reinforcement
9. Failure to establish limits

School

10. Unclear or unstated goals and objectives
11. Poor morale

12. Inadequate communication of behavior expectations
13. Unfair or prejudicial enforcement of rules
14. Inconsistent school policies and rules
15. Lack of opportunity for student participation in setting standards and monitoring behavior
16. Failure to establish cooperative relationships with parents
17. Labeling of individuals or groups as "troublemakers"

Curricular/Instructional

18. Inadequate instructional planning
19. Failure to establish goals and objectives
20. Lack of attention to individual needs and interests
21. Inappropriately high or low expectations
22. Inappropriate placement of students with special needs
23. Poor motivational approaches
24. Ineffective evaluation/assessment procedures
25. Failure to monitor student progress and behavior
26. Inappropriate teaching assignment

Out-of-School

27. Undesirable effects of television, movies, and other media
28. Pressures from out-of-school peer groups
29. Parental non-involvement in school experiences
30. Excessive parental pressure for achievement
31. Improper training at home
32. Inadequate diet, rest, etc.
33. Physiological or psychological problems
34. Conflicting activities (jobs, clubs, etc.)
35. Negative effects of socioeconomic, racial, ethnic, or other stereotypes

STEP III. *Recommended Actions:* Now, examine the column headed "Recommended Actions" and select at least *one* but *no more than three* actions which you believe to be *most* appropriate for solving that problem. For example, if "cheating" was identified as a priority problem and #15 "Lack of opportunity for student participation in setting standards and monitoring behavior" was identified as the primary influence, items E and/or L might be judged as the recommended actions. Please respond in the space provided.

Recommended Actions

A. Communicate awareness of the problem non-verbally
B. Admonish student(s) privately
C. Admonish student(s) publicly
D. Change location of student(s)
E. Confer with student(s) to make plans for improved behavior
F. Exclude student(s) from ongoing lesson/activity
G. Assign extra work
H. Restrict individual privileges
I. Send student(s) to principal's office
J. Assign detention
K. Discipline entire class or group
L. Enlist class support and ideas in solving problem
M. Institute a system of planned rewards for desired student behavior

N. Discuss problem with other teachers
O. Conference with counselor and/or psychologists
P. Conference with administration
Q. Recommend or administer corporal punishment
R. Conference with parents
S. Transfer student(s) to another class
T. Refer problem to social service or other agency
U. Recommend exclusion from school (suspension or expulsion)

Demographic Data

Please respond to the following items:

1. Name of school system ________________________________
2. Name of your school ________________________________
3. Position in system: Teacher ________ Principal ________
   Guidance ________ Other ________________
4. Size of your school: under 300 ________ 300-600 ________
   600-900 ________ 900-1500 ________ 1500 + ________
5. Circle grade level(s) currently taught or supervised:
   K 1 2 3 4 5 6 7 8 9 10 11 12, Special Education
6. Best description of your school's organization:
   Open space ________ Departmentalized ________
   Self-Contained ________ Mixed ________
7. Years of teaching experience:
   1-3 ________ 4-6 ________ 7-10 ________ 11-15 ________ over 15 ________
8. Age level: 20-25 ________ 26-35 ________ 36-45 ________ 46 or over ________
9. Level of education attained: Less than Bachelor's ________
   Bachelor's ________ Bachelor's plus ________ Master's ________
   Master's plus ________
10. Sex: M ________ F ________
11. Race: White ________ Black ________ Other ________

Summary

DIRECTIONS: As a final step, please give your response to the following items:

How would you assess the present status of discipline in Tennessee schools?

________ Excellent
________ Satisfactory
________ Less than satisfactory
________ Very poor

Based on your experience as a student and a teacher in the public schools, how does the discipline situation today compare with ten years ago?

________ Considerably improved
________ About the same
________ Somewhat more of a problem
________ A much greater problem

What would you recommend as the approach or strategy which has the greatest potential for improving discipline in the schools of Tennessee?